

J. DE JUAN B.



CAMINO AL INGLES

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CAMINO AL INGLÉS

AÑO I.º

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Un buen complemento para la adecuada utilización de este libro son las 25 láminas bicolores, en tamaño 56 x 80 que acompañan al libro 1.º de esta obra.

ES PROPIEDAD

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PROLOGO

"CAMINO AL INGLÉS", libros primero, segundo, tercero, cuarto y quinto, es una obra que lleva ya varios años de existencia en muchos países de la América de habla española, siendo uno de los libros que más favorable acogida tiene entre los profesores y estudiantes de bachillerato de estos países.

Es ahora, después de once ediciones, con un número de ejemplares editados superior al millón, cuando se da a conocer "CAMINO AL INGLÉS" en España.

Hemos pretendido, a través de los cinco libros que integran la obra, ofrecer al estudiante los fundamentos del idioma inglés. Tanto el vocabulario empleado como las vivientes estructuras inglesas, al igual que todos los episodios y pasajes literarios de los libros, tienden a capacitar al alumno para que éste pueda enfrentarse al hablante nativo y adentrarse por sí solo y con su esfuerzo en la cultura y costumbres de los pueblos de habla inglesa.

Estamos de acuerdo con Closset en que "la Gramática ayuda a adquirir más rápidamente cuantos automatismos integran el lenguaje". De aquí que no hayamos prescindido de ella. Y, además, como dice otro eminente tratadista, consideramos que "es fundamental que ejercicios bien dirigidos acompañen al estudio de la Gramática".

Conscientes con esta creencia, toda la materia tratada en "CAMINO AL INGLÉS" va acompañada de profusos y seleccionados ejercicios que afianzan al estudiante, en forma efectiva, sobre todo lo expuesto.

Quedamos reconocidos por la ayuda prestada a los profesores N. V. Smith, J. P. FitzGibbon y José Merino. Estos dos últimos han revisado toda la obra y han hecho posible, con su colaboración, que "CAMINO AL INGLÉS" haya alcanzado el nivel actual.

Dejamos la acogida que esta obra merezca a todos los estudiosos de la lengua de Shakespeare en general, y la crítica y cualquier sugerencia sobre la misma a nuestros estimados colegas.

Madrid, 1969.

EL AUTOR

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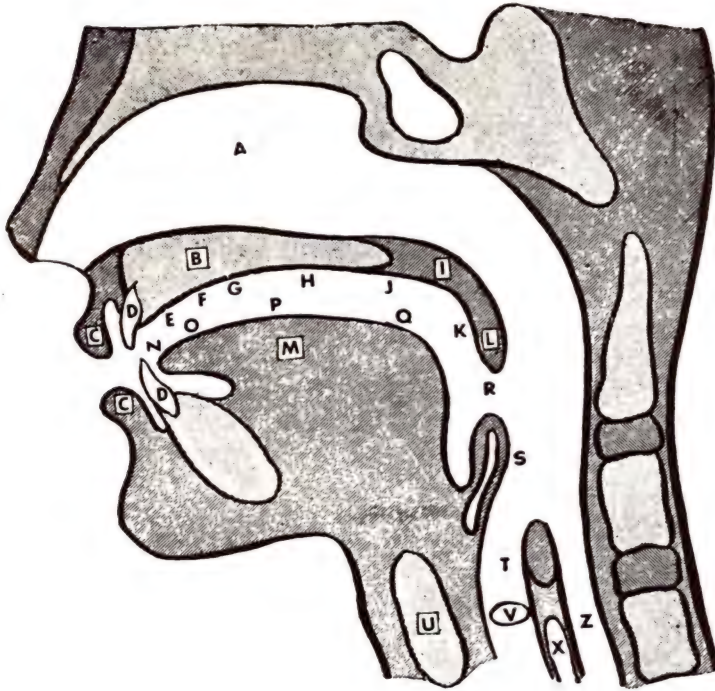
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THE ENGLISH ALPHABET

<i>Letra</i>	<i>Nombre</i>	<i>Letra</i>	<i>Nombre</i>
A	ei	N	en
B	bi:	O	əu
C	si:	P	pi:
D	di:	Q	kju:
E	i:	R	a:
F	ef	S	es
G	dʒi:	T	ti:
H	eɪtʃ	U	ju:
I	ai	V	vi:
J	dʒei	W	'dʌblju:
K	kei	X	eks
L	el	Y	wai
M	em	Z	zed, zi:

LOS ORGANOS DE LA ARTICULACION



- | | |
|---|--|
| A, cavidad nasal; B, hueso del paladar | = A, nasal cavity; B, hard palate |
| C, labios; D, dientes; E, alvéolos | = C, lips; D, teeth; E, alveolar ridge |
| F, prepaladar; G, mediopaladar | = F, pre-palatal; G, medio-palatal |
| H, postpaladar; I, velo del paladar | = H, post-palatal; I, velum (soft palate) |
| J, zona prevelar; K, zona postvelar | = J, pre-velar area; K, post-velar area |
| L, úvula; M, lengua; N, ápice | = L, uvula; M, tongue; N, tip of the tongue |
| O, predorso; P, mediodorso | = O, blade of the tongue; P, front of the tongue |
| Q, postdorso; R, faringe; S, epiglottis | = Q, back of the tongue; R, pharynx; S, epiglottis |
| T, laringe; U, tiroides; V, cuerdas vocales | = T, larynx; U, thyroid cartilage; V, vocal cords |
| X, cricoides; Z, esófago | = X, cricoid; Z, oesophagus |

BOSQUEJO FONETICO

El fonema

El fonema es la mínima unidad fonética que puede efectuar un cambio de significado en las palabras de un idioma.

Así, en inglés:

pin	pen	pan
pan	ban	van
bin	bib	bit, etc., etc.

nos autoriza a establecer los fonemas: /p, b, v, n, t, i, e, a/ *

Análogamente en español:

pavor	babor	favor
cota	gota	jota
paso	peso	piso, poso, puso, etc., etc.

nos autoriza a establecer los fonemas: /p, b, f, k, g, x, a, e, i, o, u/.

La ortografía, frecuentemente, no concuerda con la fonología: por ejemplo, un sonido (fonema) frecuentemente se representa por dos letras, así:

“sh” representa el fonema simple /ʃ/

“th” representa el fonema simple /θ/ o /ð/

y dos sonidos (fonemas) pueden estar representados por una letra, así:

“x” representa los dos fonemas /ks/

Análogamente en español:

“ch” representa el fonema simple /tʃ/**

“ll” representa el fonema simple /ʎ/

“x” representa los dos fonemas /ks/

* Las secuencias de uno o más fonemas van marcadas con líneas diagonales.

** En el caso de “ch”, aunque se usen dos símbolos en la transcripción fonética, no impide que sea un solo fonema.

Nunca dos pronunciaciones de un fonema son idénticas, pero algunas diferencias no son puramente casuales, sino que están condicionadas por el medio fonético. Así, la /l/ se pronuncia “clara” al principio de la palabra y “oscura” al final (es decir, con la parte delantera o trasera de la lengua levantada); la “t” inicial es aspirada, pero no es aspirada detrás de /s/, etc. Tales formas diferentes se llaman “alófonos”, y se dice que el fonema /l/ tiene un alófono [l]* — (l “oscura”) en la posición final; el fonema /t/ tiene un alófono [tʰ] inicial y un alófono [t] (es decir, sin aspiración) detrás de /s/.

Análogamente en español:

La “g” en posición inicial se pronuncia “dura”: por ejemplo, como una [g] sonora velar oclusiva; en posición intervocálica se pronuncia “suave”: por ejemplo, como una [ɣ] sonora velar fricativa:

Compare: “godo” con “luego”.

Este fenómeno está enteramente condicionado por la posición de la “g” en la palabra, y, por consiguiente, los dos sonidos son tratados igual (y son percibidos igual por el hablante nativo) y se les clasifica como miembros del mismo fonema.

Los fonemas en inglés

El número total de sonidos diferentes que existen en inglés —establecidos por el proceso descrito— es el siguiente:

Consonantes:

p	b	t	d	k	g	
tʃ		dʒ		(tr	dr)	
m		n		ŋ		
l		r				
f	v	θ	ð	s	z	ʃ ʒ h
j		w				

Vocales:

i:	i	e	a:	a	o:	o	u:	u	ʌ	ə:	ə
ei	əu	ai	au	oi	iə	ɛə	uə				

* [] indica que la *letra* está en transcripción fonética.

Es decir, que todas las palabras del idioma inglés pueden ser representadas sin ambigüedad y correspondiéndose exactamente por medio de estos símbolos. Vamos a estudiar los sonidos por medio de las siguientes palabras: la letra objeto de estudio va en *cursiva*.

/p/	<i>pay</i>	[pei]	/l/	<i>lid</i>	[lid]
/b/	<i>bay</i>	[bei]	/r/	<i>rid</i>	[rid]
/t/	<i>two</i>	[tu:]	/f/	<i>fine</i>	[fain]
/d/	<i>do</i>	[du:]	/v/	<i>vine</i>	[vain]
/k/	<i>coat</i>	[kəut]	/θ/	<i>thigh</i>	[θai]
/g/	<i>goat</i>	[gəut]	/ð/	<i>thy</i>	[ðai]
/tʃ/	<i>chin</i>	[tʃin]	/s/	<i>seal</i>	[si:l]
/dʒ/	<i>gin</i>	[dʒin]	/z/	<i>zeal</i>	[zi:l]
(/tr/)	<i>try</i>	[traɪ]	/ʃ/	<i>ship</i>	[ʃip]
(/dr/)	<i>dry</i>	[draɪ]	/ʒ/	<i>vision</i>	[ˈviʒn]
/m/	<i>meat</i>	[mi:t]	/h/	<i>hate</i>	[heit]
/n/	<i>neat</i>	[ni:t]	/j/	<i>yet</i>	[jet]
/ŋ/	<i>sing</i>	[sɪŋ]	/w/	<i>wet</i>	[wet]

/i:/	<i>meet</i>	<i>feel</i>	<i>piece</i>		
/ɪ/	<i>hid</i>	<i>fill</i>	<i>ink</i>	<i>elude</i>	<i>collie</i>
/e/	<i>head</i>	<i>fell</i>	<i>bed</i>		
/a:/	<i>hard</i>	<i>car</i>	<i>plant</i>		
/æ/	<i>had</i>	<i>map</i>	<i>bad</i>		
/o:/	<i>four</i>	<i>fall</i>	<i>board</i>		
/ɒ/	<i>box</i>	<i>follow</i>	<i>body</i>		
/u:/	<i>shoe</i>	<i>fool</i>	<i>two</i>		
/ʊ/	<i>hood</i>	<i>full</i>	<i>book</i>		
/ʌ/	<i>cup</i>	<i>much</i>	<i>bud</i>		
/ə:/	<i>heard</i>	<i>burn</i>	<i>bird</i>		
/ə/	<i>ruler</i>	<i>woman</i>	<i>river</i>	<i>allude</i>	<i>collar</i>
/ei/	<i>day</i>	<i>fail</i>	<i>plane</i>		
/əu/	<i>coat</i>	<i>rose</i>	<i>globe</i>		
/ai/	<i>hide</i>	<i>nine</i>	<i>dry</i>		
/au/	<i>cow</i>	<i>foul</i>	<i>bow</i>		
/oi/	<i>toy</i>	<i>soil</i>	<i>boy</i>		
/iə/	<i>ear</i>	<i>beard</i>	<i>pier</i>		
/ɛə/	<i>chair</i>	<i>beard</i>	<i>pear</i>		
/uə/	<i>sure</i>	<i>moor</i>	<i>poor</i>		

(A efectos de comparación, el sistema fonológico español es como sigue:

Consonantes: /p b t d k g m n ñ tʃ y
f θ s x l ʎ r rr/

Vocales: /a e i o u/.

Descripción fonética y alofónica de cada fonema inglés, incluyendo una comparación con el equivalente castellano, si es que existe.

/p/ Sorda, bilabial, aspirada, oclusiva y expelida con fuerza.

El equivalente español no es aspirado en absoluto, y el uso de este sonido en inglés llevará a confusión con el de la /b/ inglesa.

La /p/ no es aspirada detrás de la /s/ ni cuando va al final.

/b/ Sonora, bilabial, no aspirada, oclusiva y expelida suavemente.

Similar a la /b/ española cuando inicia una sílaba, aunque el sonido es menos fuerte. De ninguna manera es sustituible por [β] el sonido de la “b” intervocálica en las palabras castellanas “arriba”, “acabar”, etcétera. Debe prestarse, por tanto, suma atención a las palabras inglesas que llevan “b” intervocálica, tales como “rubber”, “above”. Si se encontrase dificultad, comiencese partiendo de la “p” española, sin forzar mucho la pronunciación.

/t/ Sorda, alveolar, aspirada, oclusiva y expelida con fuerza.

Las observaciones sobre aspiración son las mismas que para /p/. Además, mientras que la “t” española es dental, la “t” inglesa es alveolar, es decir, con la punta de la lengua (ápice) apoyada contra los alvéolos, no contra los dientes mismos, como en español.

/d/ Sonora, alveolar, no aspirada, oclusiva y expelida suavemente.

Similar a la “d” española en posición inicial, excepto que, como la “t”, es alveolar, no dental, y es ligeramente menos pronunciada. En modo alguno ha de sustituirse por “ð” el sonido de la “d” en las palabras españolas “cada”, “rueda”, etc. Préstese suma atención a las palabras inglesas que llevan “d” intervocálica, tales como “rudder”, “adorn”, etc.

/k/ Sorda, velar, aspirada, oclusiva, expelida con fuerza.

Las observaciones sobre aspiración son las mismas que para la /p/; en lo demás, como en español.

/g/ Sonora, velar, no aspirada, oclusiva y expelida suavemente.

Similar a la “g” española en posición inicial, pero ligeramente menos pronunciada. En modo alguno ha de sustituirse por [ɣ] el sonido de la “g” en las palabras españolas “agua”, “luego”, etc. Préstese suma atención a las palabras inglesas que llevan “g” intervocálica, tales como “rugged”, “aghast”.

/tʃ/ Sorda, alveopalatal, aspirada, africada y expelida con fuerza.

Similar a la “ch” española en “mucho”, pero en inglés el elemento fricativo es un poco más largo en duración.

/dʒ/ Sonora, alveopalatal, aspirada, africada y expelida suavemente.

El sonido inverso de /tʃ/, y articulada en la misma posición, pero expelida más suavemente. No puede equipararse con la “y” española de “cónyuge”, que es palatal y no alveopalatal, y mucho menos fricativa.

(/tr/) Este y el sonido siguiente (/dr/) son realmente dos alófonos, y causan dificultad a los estudiantes de habla castellana, por lo que se tratan separadamente.

[tr] es sordo, postalveolar, africado y expelido con fuerza similar a /tʃ/, excepto que la lengua se coloca en forma ligeramente retroflexa y hundida. No debería pronunciarse como /t/ más /r/.

[dr] es sonoro, postalveolar, africado y expelido con fuerza: es decir, el equivalente sonoro de [tr]. Las observaciones son las mismas que para el anterior.

/m/ Sonora, bilabial nasal.

Como en español. Debe tenerse cuidado cuando la “m” va al final, ya que este sonido no se da en español.

/n/ Sonora, alveolar nasal.

Como en español. Debe tenerse cuidado cuando la “n” va delante de consonante y en español se suele omitir.

/ŋ/ Sonora, velar nasal.

Como la “n” en la palabra española “cinco”. Este sonido sólo se da en inglés en el medio y al final de palabra.

/l/ Sonora, alveolar lateral.

Este fonema se da en dos amplias formas alofónicas distintas: “claro” delante de vocales, como en español “león”; “oscuro” delante de consonantes y al final. Este sonido es similar, pero mucho más velar, al de

la "l" española en "festival": la parte posterior de la lengua (postdorso) se levanta casi hasta el velo del paladar, dando al sonido una resonancia de calidad parecida a la "u".

Los estudiantes que experimenten dificultad deben partir de un sonido /u/ y gradualmente darle articulación consonántica.

/r/ Sonora, postalveolar, fricativa.

No es como la "r" española.

La punta de la lengua se mantiene pegada a la parte posterior de los alvéolos, un tanto encorvada hacia atrás y hundida. No hay fricción ni golpe seco de la lengua contra los alvéolos, y, sobre todo, no existe vibración.

La /r/ sólo se encuentra en inglés delante de vocales: la "r" en la ortografía delante de consonantes no se pronuncia, en el inglés llamado "standard".

/f/ Sorda, labiodental, africada y expelida con fuerza.

Similar a la "f" española, pero expelida con mayor fuerza.

/v/ Sonora, labiodental, fricativa y expelida con fuerza.

El sonido equivalente al de /f/, expelido con menor fuerza.

Este fonema no debe ser equiparado a la "v" española, [β], que es bilabial fricativa.

/θ/ Sorda, interdental, fricativa y expelida con fuerza.

Como la "z" en "español castellano".

/ð/ Sonora, dental, fricativa y expelida suavemente.

Con sonido equivalente al precedente: similar a la "d" española en posición intervocálica —por ejemplo, "ayuda"—, pero más tenso y más largo. Quizá está más próximo a la "z" en "juzgar", cuando se habla rápido.

/s/ Sorda, alveolar predorsal, fricativa y expelida con fuerza.

No es equivalente a la "s" española.

En inglés, el predorso toca ligeramente los alvéolos superiores y está ligeramente encorvado, mientras que en español la punta de la lengua es llevada detrás de los alvéolos y está lisa o extendida. Al mismo tiempo que se procura evitar confusión con /θ/, el estudiante debe practicar la posición de la lengua para /s/, y así evitar confusión con la /ʃ/ inglesa y la "s" española.

Deberá tenerse cuidado especial con las palabras que empiezan por /s/ más consonante: por ejemplo, "Spain", y NO anteponer una /e/ a la palabra (la "s" líquida no se encuentra en español al principio de

palabra); este es el error más común y perceptible que cometen los estudiantes de inglés de habla castellana.

/z/ Sonora, alveolar predorsal, fricativa y expelida suavemente.

Sonido parecido al anterior y expelido con menos fuerza.

Las mismas observaciones con respecto a la posición de la lengua son valederas aquí también. Debe tenerse cuidado para no confundir este fonema con /3/.

/ʃ/ Sorda, alveolar palatal, fricativa y expelida con fuerza.

Este sonido no tiene equivalente en español y debe distinguirse claramente de /z/ y /s/. La punta y el predorso de la lengua tocan los alvéolos, y el mediodorso se levanta simultáneamente hacia el hueso del paladar. La articulación es difusa (es decir, la lengua está llana y no encorvada) y más laxa que con /s/.

Debe tenerse cuidado para no torcer hacia atrás la punta de la lengua.

/3/ Sonora, alveolar palatal, fricativa y expelida suavemente.

Suena igual que el anterior, pero expelido con menos fuerza.

Este fonema es raro en inglés ("vision" — 'vi:ʒn, etc.).

Las mismas observaciones sobre articulación sirven para /ʃ/.—/3/ es mucho más hacia fuera que la "ll" española, con la cual tiende a confundirse.

/h/ Sorda, fricativa glotal.

Cuando se encuentra al comienzo de sílaba, la /h/ es una intensidad sorda sobre la siguiente vocal, cuya resonancia adopta. El sonido se pronuncia con considerable energía, y la fricción, aunque predominantemente glotal, está presente en todo el campo de articulación (desde la laringe por la faringe a la boca). El sonido /h/ no debe ser equiparado a la "j" española.

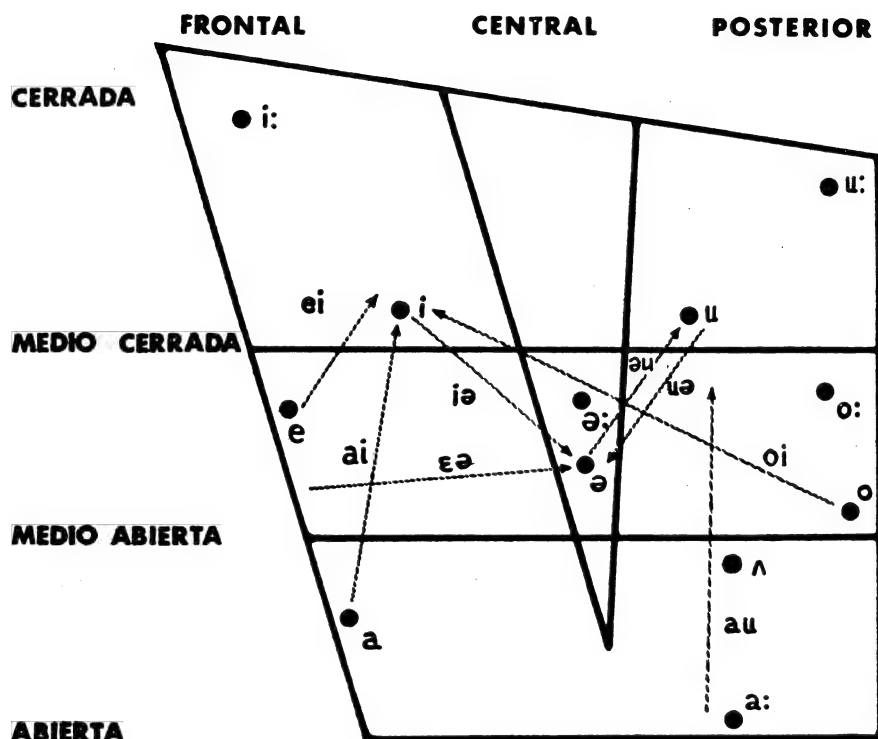
/j/ No redondeada, palatal semiconsonante.

Es una intensidad consonántica, no redondeada ni fricativa sobre la vocal siguiente. Se articula de la misma manera que /i/, y hace funciones de consonante. Similar a la "y" española en "yegua", con tal que no exista fricción.

/w/ Redondeada, labiovelar semiconsonante.

Es una intensidad consonántica redondeada y no fricativa sobre la siguiente vocal. Se articula de la misma manera que /u:/, y hace funciones de consonante. Similar al "hu" español en "hueso".

Las vocales y diptongos ingleses en diagrama



El signo • representa la posición de la lengua en la boca para cada vocal. Las flechas en línea fina representan los movimientos de la lengua en los diptongos.

- /i:/ Es una vocal larga, ligeramente abierta, comenzando cerrada, frontal, tensa, oral, de labios extendidos.
- /i/ Es una vocal corta, medio cerrada, centralizada, relajada, oral y de labios suavemente extendidos.
- /e/ Es una vocal corta, entre medio abierta y abierta, frontal, tensa, oral y labios suavemente extendidos.

- /a:/ Es una vocal larga, abierta, ligeramente centralizada atrás y relajada, oral: labios medianamente abiertos.
- /a/ Es una vocal corta, entre medio abierta y abierta, frontal, tensa y oral: labios medianamente abiertos.
- /o:/ Es una vocal larga, ligeramente abierta, comenzando medio cerrada, posterior, relajada y oral: labios medio redondeados.
- /o/ Es una vocal corta, medio abierta, posterior, tensa y oral: labios abiertos redondeados.
- /u:/ Es una vocal larga, ligeramente abierta, empezando cerrada, posterior, tensa y oral: labios muy redondeados.
- /u/ Es una vocal corta, ligeramente abierta, comenzando medio cerrada, posterior, relajada y oral: labios muy redondeados.
- /ʌ/ Es una vocal corta, medio abierta, centralizada atrás, ligeramente tensa y oral: labios medianamente abiertos.
- /ə:/ Es una vocal larga, central, ligeramente tensa y oral: labios normales.
- /ə/ Es una vocal corta, central, ligeramente tensa y oral: labios normales.
- /ei/ Un movimiento desde el frontal inferior un poco medio cerrado, hasta /i/. Tenso. Labios extendidos.
- /ai/ Un movimiento desde el frontal un poco abierto y centralizado hasta un punto algo abierto de /i/. Los labios comienzan normales y acaban suavemente extendidos.
- /oi/ Un movimiento desde /o/ hasta un punto algo abierto de /i/. Los labios comienzan redondeados y acaban normales. Debe tenerse gran cuidado con los tres diptongos anteriores para que el movimiento no se acerque al sonido de /i:/ —uno de los errores más comunes de los estudiantes de habla española—. Si se encuentra dificultad, el elemento final debe ser sustituido por /e/.
- /əu/ Un movimiento desde la vocal central /ə/ hasta /u/, y no desde /o/ hasta /u/, como es comúnmente representado; tampoco es, en modo alguno, como en el sonido español /o/. Los labios comienzan normales y acaban redondeados y ligeramente tensos.

/au/ Un movimiento desde central abierto hasta /u/ o un punto algo abierto de /u/. Ligeramente tenso. Los labios comienzan abiertos normalmente y acaban redondeados.

Los tres diptongos restantes —/iə, eə, uə/— son simplemente combinaciones de fonemas cuyos símbolos son los elementos constitutivos, y no necesitan más explicación. Cabe recalcar, no obstante, que aunque la representación ortográfica de estos tres últimos fonemas generalmente contiene una “r”, ésta nunca se pronuncia como tal, excepto delante de otra vocal. Ejemplo: “ear” = /iə/, y nunca /iər/, excepto en combinaciones tales como “ear of corn” = /'iər əv 'ko:n/.

Normas ortográficas de los fonemas ingleses

(Solamente pueden darse aproximadamente, pues una lista completa, o incluso a título de ensayo, con las excepciones, requeriría todo un volumen.)

/p/ — normalmente representado por “p” o “pp”. Ej.: “pit”, “happy”. Es muda delante de /n, s, t/. Ej.: “pneumonia”, “psychology”.

/b/ — normalmente representado por “b” o “bb”. Ej.: “bit”, “rubber”. Es muda al final de palabra después de /m/. Ej.: “limb”, “bomb”.

/t/ — normalmente representado por “t”, “tt” o “th”. Ej.: “top”, “bitten”, “Thomas”, y por “—ed” en el tiempo pasado: “talked”.

/d/ — normalmente representado por “d” o “dd”. Ej.: “did”, “muddy”.

/k/ — normalmente representado por “k” — “king”, “c” — “coat”, “cc” — “tobacco” (“c” y “cc” solamente delante de /a, o, u/), “qu” — “queen”, “ch” — “Christmas” (sólo inicial), “ck” — “back” (al final). Es muda delante de “n”: “knob”.

/g/ — normalmente representado por “g” — “good”, “gg” — “ragged”, “gu” — “guest”, “gh” — “ghost”. Cuando va en posición inicial seguida de /n/ es muda — “gnome”.

/tʃ/ — normalmente representado por “ch” — “chest”, “tch” (no inicial) — “catch”, “t” delante de “ure” — “nature”, “t” delante de “ion”, después de “s” — “question”.

/dʒ/ — normalmente representado por “j” — “joke”, “g” (delante de “e” e “i”) — “gentle”, “dg” (no inicial) — “edge”.

- /m/ — normalmente representado por “m” — “man”, “mm” — “hammer” o al final “mb” — “comb”.
- /n/ — normalmente representado por “n” — “not”, “nn” — “penny” o (en posición inicial) por “gn, kn, pn” — “gnaw, knee, pneumatic”.
- /ŋ/ — normalmente representado por “ng” — “sing”, o por “n” (delante de “k” y “g”) — “sink”, “finger”.
- /l/ — normalmente representado por “l” — “love” o “ll” — “valley”. Es con frecuencia muda cuando va detrás de vocal: “walk”.
- /r/ — normalmente representado por “r” — “rich”, “rr” — “marry” o “wr” — “write”.
- /f/ — normalmente representado por “f” — “fill”, “ff” — “coffin”, “ph” (en palabras de origen griego) — “philosophy”, “gh” — “rough”.
- /v/ — normalmente representado por “v” — “arrive”.
- /θ/ — normalmente representado por “th” — “thick”.
- /ð/ — normalmente representado por “th” — “this”.
- /s/ — normalmente representado por “s” — “sit”, “ss” — “mass”, “c” (delante de “e” e “i”) — “ceiling”, “sc” — “scissors”, “x” [ks] — “exit”.
- /z/ — normalmente representado por “z” — “zoo”, “zz” — “puzzle”, “s” (especialmente detrás de “e” o detrás de consonante sonora en posición final, cuando es signo de plural) — “roses”, “dogs”.
- /ʃ/ — normalmente representado por “sh” — “ship”, o “t, s, ss, sc, c” delante de “i” — “nation”, “Asia”, “fission”, “conscience”, “ocean”.
- /ʒ/ — normalmente representado por “si” (en el medio) — “vision”, por “s, z” delante de “u” — “closure”, “azure” o por las palabras de origen francés que acaban en “—ge” — “rouge”.
- /h/ — normalmente representado por “h” — “hot”, o “wh” — “who”.
- /j/ — normalmente representado por “y” — “yet”, o “i” — “onion”.

- /w/ — normalmente representado por “w” — “wet”, “wh” — “which” o por “u” detrás de “q” — “quick”.
- /i:/ — normalmente representado por “ee” — “seed”, “ei” — “ceiling”, “e” — “Peter”, “ea” — “bead”, “ie” — “niece”, “i” — “police”,
- /i/ — normalmente representado por “i” o “y” — “city”, “a” — “courage”, “e” (especialmente cuando indica el tiempo pasado) — “waited”.
- /e/ — normalmente representado por “e” — “set”, “ea” — “dead”, “a” — “many”.
- /a:/ — normalmente representado por “a” — “path”, “(e)a” — “card”, “heart”, “al” — “calm”, “au” — “laugh”.
- /a/ — normalmente representado por “a” — “hat”, “ai” — “plait”.
- /o:/ — normalmente representado por “or”, “cord”, “aw” — “hawk”, “a” — “talk”.
- /o/ — normalmente representado por “o” — “hot”, “a” — “watch”.
- /u:/ — normalmente representado por “oo” — “food”, “o” — “move”, “ou” — “soup”, “u” — “nude” (“u” = [ju:]).
- /u/ — normalmente representado por “u” — “put”, “oo” — “good”.
- /ʌ/ — normalmente representado por “u” — “hut”, “o” — “mother”.
- /ə:/ — normalmente representado por “ir” — “firm”, “er” — “herd”, “ur” — “furl”, “our” — “courteous”. La ortografía siempre tiene una “r”, que no se pronuncia.
- /ə/ — normalmente representado por cualquier vocal en posición que no recaiga el acento tónico excepto “i”: “above”, “relevant”, “concern”, “suppose”.
- /ei/ — normalmente representado por “a” — “name”, “ai” — “raid”, “ei” — “eight”, “ea” — “break”.
- /ai/ — normalmente representado por “i” — “write”, “igh” — “high”.

- /oi/ — normalmente representado por “oi” — “coil”, “oy” — “boy”.
- /əu/ — normalmente representado por “o” — “hope”, “oa” — “goat”, “oe” — “woe”, “ou” — “soul”, “ow” — “bowl”.
- /au/ — normalmente representado por “ou” — “house”, “ow” — “cow”.
- /iə/ — normalmente representado por “eer” — “deer”, “ear”, — “dear”, “ea” — “idea”.
- /ɛə/ — normalmente representado por “are” — “fare”, “air” — “fair”, “ear” — “bear”.
- /uə/ — normalmente representado por “oor”, — “poor”, “our” — “dour”.

Acento tónico

En inglés, una sílaba de cada palabra está marcada por un acento tónico bien definido. Ej.: “about” — [əˈbaʊt], “contain” — [kənˈteɪn], “happy” — [ˈhæpi], “understand” — [ʌndəsˈtænd], etc.

Esta fuerza de acento tónico o intensidad no está condicionada, y el acento de cada palabra deberá ser aprendido aisladamente en un buen diccionario de pronunciación. La importancia de una acentuación tónica correcta en inglés, además, descansa no sólo en dar mayor o menor fuerza expelente, sino también, y especialmente, en el debilitamiento cualitativo de las vocales en las sílabas *no acentuadas*. Así, en las palabras:

“addition” — [əˈdɪʃn]
 “comfortable” — [ˈkʌmfətəbl̩], [ˈkʌmftəbl̩]
 “purchase” — [ˈpɜːtʃəs], etc.

las vocales no acentuadas **NO** se pronuncian [a], [o] y [ei], sino que se reducen a [ə] o [i]. Debe recalcarse que la pronunciación de estas palabras, como [əˈdɪʃn], [ˈkʌmfoːteɪbl̩], [ˈpɜːtʃeɪs] no es un estilo posible “ni muy correcto, ni muy depurado”: es **ERRONEA**.

Desafortunadamente, esta reducción o debilitamiento no es regla fija —aunque en la mayoría de los casos sí—; por consiguiente, los nuevos ejemplos a continuación, aun cuando sirven como un modelo de debilitamiento, solamente deben ser admitidos tras la consulta con un buen diccionario de pronunciación.

Ejemplos:

<i>Ortografía</i>	<i>Transcripción</i>
arrive	[ə'raiv]
caravan	['karəvan]
gentleman	['dʒentlmən]
policeman	[pə'li:smən]
Spaniard	['spanjəd]
eleven	[i'levən]
open	['əupən]
pocket	['pokit]
repeat	[ri'pi:t]
student	['stju:dənt]
continue	[kən'tinju:]
doctor	['dɒktə]
lesson	['lesən]
pronounce	[prə'nauns]
famous	['feiməs]
figure	['figə]
minute	['minit]
surprise	[sə'praiz]

Obsérvese, generalizando ampliamente, cómo “a, o, u” no acentuadas se convierten en [ə]; “e” no acentuada se convierte en [i], e “i” no acentuada conserva su valor.

Otro punto relacionado con la calidad vocálica debería recalcarse: cuando una vocal o un diptongo van seguidos de una consonante sonora, son apreciablemente más largos que cuando van seguidos de una consonante sorda, y que las vocales en posición final son todavía más largas.

Esto se aplica indistintamente si la vocal en cuestión es (por naturaleza) corta o larga. Por ejemplo, “see” — “seed” — “seat” tienen un acortamiento de vocal progresivo: [si:], [si:d], [si:t] (el cual es todavía más largo que “sit” — [sit]).

Formas débiles

Así como en las “palabras de contenido” (nombres, verbos, adjetivos, etc.) se reducen las vocales en las palabras no acentuadas, tenemos las formas débiles

de “las palabras estructurales” (conjunciones, pronombres, artículos, etc.), que tienen una forma fuerte cuando van aisladas o en posición acentuada en la oración, y una forma reducida en el contexto unido normal.

Así:

<i>Palabra</i>	<i>Forma fuerte</i>	<i>Forma débil</i>
a	[ei]	[ə]
an	[an]	[ən]
and	[and]	[ənd, ən, n]
but	[bʌt]	[bət]
saint	[seint]	[snt] (<i>sólo delante de un nombre</i>)
than	[ðan]	[ðən]
that (<i>excepto cuando es demostrativo</i>)	[ðat]	[ðət]
the	[ði:]	[ðə] (<i>delante de consonante</i>) [ði] (<i>delante de vocal</i>)
them	[ðem]	[ðəm]
us	[ʌs]	[əs, s]
some	[sʌm]	[səm]
as	[az]	[əz]
at	[at]	[ət]
from	[from]	[frəm]
for	[fo:(r)]*	[fə(r)]*
of	[ov]	[əv]

Ejemplos:

a cup of tea	[ə'kʌp əv 'ti:]
half an hour	['hɑ:f ən 'aʊə]
darker and darker	['dɑ:kəɹ ən 'dɑ:kə]
slow but sure	['sləʊ bət 'fʊə]
St. Paul's Cathedral	[snt 'pɔ:lz kə'θi:drəl]
he is taller than I	[hi:z 'tɔ:lə ðən 'ai]
I said that you would come	[ai 'sed ðət ju:d 'kʌm]
the tenth of June	[ðə 'tenθ əv 'dʒu:n]
the eighth of July	[ði 'eitθ əv dʒu'lai]
give it to them	['giv it tu ðəm]

* (r) indica que [r] se pronuncia *únicamente* delante de vocal.

give it to us	[ˈɡɪv ɪt tu əs]
boil some potatoes	[ˈboɪl səm pəˈteɪtəʊz]
as far as I know	[əz ˈfaːr əz aɪ ˈnəʊ]
I shall be at home from six	[aɪ ʃl biː ət ˈhəʊm frəm ˈsɪks]
come for tea	[ˈkʌm fə ˈtiː]
come for an hour	[ˈkʌm fər ən ˈaʊə]
a piece of cake	[ə ˈpiːs əv ˈkeɪk]

Esta segunda lista de formas débiles comprende el paradigma de los verbos “to be” y “to have”, y un número de otros verbos auxiliares: “will, shall, do”, etc.

<i>Palabra</i>	<i>Forma fuerte</i>	<i>Forma débil</i>
am	[am]	[əm, m]
is	[ɪz]	[z, s]
are	[aː(r)]	[ə(r)]
was	[wɒz]	[wəz]
were	[wəː(r)]	[wə(r)]
have	[hæv]	[(ə)v]
has	[hæz]	[(ə)z, s]
had	[həd]	[(ə)d]
will	[wɪl]	[l]
would	[wʊd]	[(ə)d]
shall	[ʃəl]	[ʃl, l]
should	[ʃʊd]	[ʃəd]
do	[duː]	[du, də, d]
does	[dəz]	[dəz]
can	[kən]	[kən]
could	[kʊd]	[kəd]
must	[mʌst]	[məs(t)]

Ejemplos:

I'm/ I am ready	[ˈaɪm ˈredi]
nor am I	[ˈnoːr əm ˈaɪ]
what is he doing?	[ˈwɒts ɪ ˈduːɪŋ?]
the man is here	[ðə ˈmanz ˈhiə]
how many are coming?	[ˈhaʊ meni ə ˈkʌmɪŋ?]
how many are in there?	[ˈhaʊ meni ər ˈɪn ˈðeə?]
what was he doing?	[ˈwɒt wəz ɪ ˈduːɪŋ?]
they were here yesterday	[ðei wə ˈhiə ˈjestədi]

they were abroad last year	[ðei wər ə'bro:d la:s 'jiə]
we have ten minutes to go	[wi:v 'ten 'minits tə 'gəu]
he has hidden it	[hi:z 'hidən it]
I would have seen him if he had done it earlier	['aɪd əv 'si:n ɪm ɪf (h)ɪ:d 'dæn ɪt ə'liə]
they will all come	[ðeɪl 'o:l 'kʌm]
you would like it here	[ju:d 'laɪk ɪt 'hiə]
we shall see	[wi ʃl 'si:]
I should be very pleased to	[aɪ ʃd bi 'veri 'pli:zd tu]
how do you do?	['haʊ də ju 'du:ʔ]
what does it mean?	['wɒt dəz ɪt 'mi:nʔ]
he can do anything	[hi: kən 'du: 'eniθɪŋ]
I could come tomorrow	[aɪ kəd 'kʌm tə'mɒrəʊ]
you must wait and see	[ju: məs 'weɪt ən 'si:]

Cabe recalcar que las palabras enumeradas conservan su forma fuerte cuando van al final, incluso aunque no vayan acentuadas.

Ejemplos:

I can do it if he can	['aɪ kən 'du: ɪt ɪf 'hi: kən]
Everything that he has	['evriθɪŋ ðæt ɪ: hɜz]

LESSON ONE

This is a book \

It is a book. \

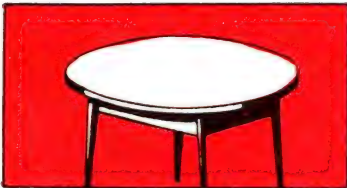
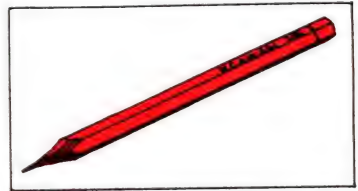


This is a book.

It is a book.

This is a pencil.

It is a pencil.

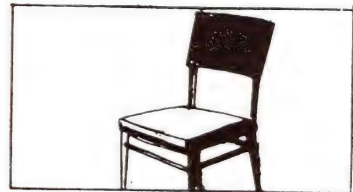


This is a table.

It is a table.

This is a chair.

It is a chair.



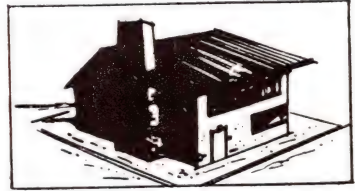


This is a globe.

It is a globe.

This is a house.

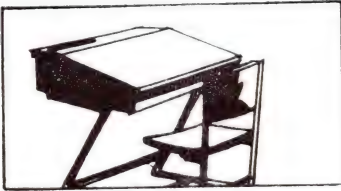
It is a house.



WHAT?

What is this? ↘

It is a desk. ↘



This is a desk.

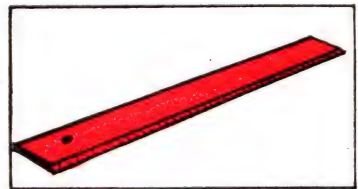
What is this?

It is a desk.

This is a ruler.

What is this?

It is a ruler.



This is a pen.

What is this?

It is a pen.

This is a flag.
What is this?
It is a flag.



This is a classroom.
What is this?
It is a classroom.

This is a shoe.
What is this?
It is a shoe.

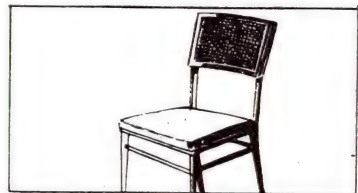


Is **this** a **book**? ↗
Yes, it is. ↘



Is this a book?
Yes, it is.

Is this a chair?
Yes, it is.





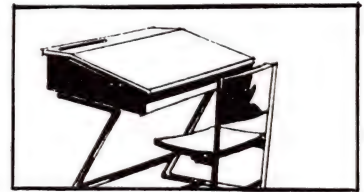
Is this a house?

Yes, it is.

Is **this** a book? ↗

No, it isn't (is not). ↘

It is a desk. ↘



Is this a book?

No, it isn't.

It is a desk.



Is this a house?

No, it isn't.

It is a flag.

Is this a shoe?

No, it isn't.

It is a globe.



NEW WORDS

<i>lesson</i>	[ˈlesən]	<i>ruler</i>	[ˈru:lə(r)]
<i>one</i>	[wʌn]	<i>pen</i>	[pen]
<i>this</i>	[ðis]	<i>classroom</i>	[ˈkla:srum]
<i>is</i>	[iz]	<i>shoe</i>	[ʃu:]
<i>it</i>	[it]	<i>yes</i>	[jes]
<i>a</i>	[ə]	<i>no</i>	[nəu]
<i>book</i>	[buk]	<i>not</i>	[not/nt]
<i>pencil</i>	[ˈpensl]	<i>isn't</i>	[ˈizənt]
<i>table</i>	[ˈteibl]	<i>exercises</i>	[ˈeksəsaiziz]
<i>chair</i>	[tʃɛə(r)]	<i>new</i>	[nju:]
<i>globe</i>	[gləʊb]	<i>words</i>	[wə:dz]
<i>house</i>	[haus]	<i>flag</i>	[flæg]
<i>what</i>	[wɒt]	<i>pronunciation</i>	[prənʌnsi'eɪʃən]
<i>desk</i>	[desk]		

EXERCISE

What is this?

It is a — .



What — this?

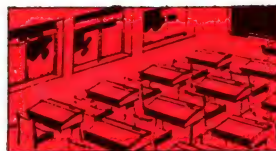
It — a — .

— is this?

It is — .



What is — ?
 — is a — .



What is — ?
 It — a — .

What — — ?
 — is — — .



Is — a book?
 Yes, it — .

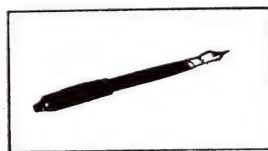
Is this — globe?
 Yes, — is.



Is — a classroom?
 — , it is.

Is ——— pen?

——, it ——.

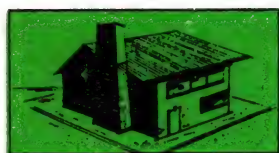


Is —— a pen?

No, —— isn't. It —— a pencil.

—— —— a table?

No, it —— . It —— a —— .



Is —— —— desk?

——, it —— . It is —— —— .

Is —— —— ruler?

——, it isn't. It is —— —— .



PRONUNCIATION EXERCISE

- This;* pronúnciese *th*, colocando la lengua entre los dientes.
- House;* la *h* se pronuncia, dejando salir el aire suavemente. No es una *j*.
- Pencil;* la *i* en esta palabra es mejor no pronunciarla. Dígase *'pensl* y no *'pensil*.
- What;* la *w* debe pronunciarse sin decir una *g*. Es *uót* y no *guót*. En algunos lugares se pronuncia esta *h* espirada.
- Shoe;* la combinación *sh* se pronuncia abocinando los labios. No es simplemente una *s*.
- Yes;* dígase la *y* como una *i*, ej.: *íés*. No se diga como *y* en *yeso*.

LESSON TWO

I am a boy.↘

I am Mr. Carter.↘

How do you do, Miss Wilson?↘

But I, YOU, HE, SHE, IT



I am (I'm) a boy.

I'm not a girl.

You are (You're) a girl.

You're not a boy.



I am (I'm) a man.

I am (I'm) a woman.





He is (He's) a man.



She is (She's) a woman.



It is (It's) a book.



He is (He's) a boy.



She is (She's) a girl.



It is (It's) a globe.

Conversation



This is a table.

This is Mr. Carter
He is a man

This is Miss Wilson
She is a woman

Mr. Carter: I am Mr. Carter. I am a man.

Miss Wilson: I am Miss Wilson. I am a woman.

Mr. Carter: How do you do, Miss Wilson?

Miss Wilson: How do you do, Mr. Carter?

Mr. Carter: What is this?

Miss Wilson: It's a table. What is this?

Mr. Carter: It's a chair. What is this?

Miss Wilson: It's a pencil. What is this?

Mr. Carter: It's a book. What is this?

Miss Wilson: It's a globe.

NOTA.—Tanto si está escrito *I am* o *I'm*, siempre se dice la forma abreviada: *I'm*.

NEW WORDS

<i>two</i>	[tu:]	<i>woman</i>	['wumən]
<i>I</i>	[ai]	<i>what's</i>	[wɒts]
<i>am</i>	[am/əm/m]	<i>Mr.</i>	['mɪstə(r)]
<i>I'm</i>	[aim]	<i>Miss</i>	[mɪs]
<i>how do you do?</i>	['haudju'du:]	<i>conversation</i>	[kɒnvə'seɪʃən]
<i>boy</i>	[boy]	<i>put in</i>	['put 'ɪn]
<i>you</i>	[ju:]	<i>the missing words</i>	[ðə 'mɪsɪŋ 'wɜ:dz]
<i>are</i>	[a:(r)/ə(r)]	<i>answer (verbo)</i>	['a:nsə(r)]
<i>you're</i>	[juə(r)]	<i>the following questions</i>	[ðə 'fɒləʊɪŋ 'kwɛstʃənz]
<i>he</i>	[hi:]	<i>the answers are in</i>	[ði 'a:nsəz ər ɪn]
<i>he's</i>	[hi:z]	<i>brackets</i>	'brakɪts]
<i>girl</i>	[gɜ:l]	<i>put into the negative</i>	['put ɪntu ðə 'negətɪv]
<i>she</i>	[ʃi:]	<i>interrogative</i>	[ɪntə'rogətɪv]
<i>she's</i>	[ʃi:z]		
<i>man</i>	[mæn]		

EXERCISES

a) *Put in the missing words:*

- | | |
|---------------------|-----------------|
| 1. I — Mr. Carter. | 6. — is a girl. |
| 2. She is — Wilson. | 7. — is this? |
| 3. This — a boy. | 8. — am a — . |
| 4. This — a book. | 9. — is a boy. |
| 5. What — this? | 10. I — a — . |

b) *Answer the following questions. The answers are in brackets:*

- | | |
|--------------------------|---------------------------|
| 1. What is this? (boy) | 6. What is this? (book) |
| 2. What is this? (globe) | 7. What is this? (pencil) |
| 3. What is this? (table) | 8. What is this? (house) |
| 4. What is this? (chair) | 9. What is this? (flag) |
| 5. What is this? (girl) | 10. What is this? (desk) |

c) *Put into the negative: (The first is done for you.)*

Ex.: *This isn't a pencil.*

- | | |
|----------------------|---------------------|
| 1. This is a pencil. | 6. It's a shoe. |
| 2. I am a boy. | 7. This is a desk. |
| 3. She is a woman. | 8. You are a man. |
| 4. It's a globe. | 9. He is a boy. |
| 5. This is a ruler. | 10. You are a girl. |

d) *Put into the interrogative: (The first is done for you.)*

Ex.: *Is it a book?*

- | | |
|---------------------|-----------------------|
| 1. It is a book. | 6. It is a pen. |
| 2. This is a table. | 7. This is a flag. |
| 3. He is a man. | 8. It is a classroom. |
| 4. It is a globe. | 9. You are a boy. |
| 5. This is a house. | 10. She is a girl. |

PRONUNCIATION EXERCISE

- a) ER se pronuncia ə, ej.: *answer, Carter, ruler, exercise.*
- b) Palabras con y: *you, you're, yes.* Dígase y como una i.
- c) Palabras con h: *how, he.* Evítese decir una j.
- d) Distíngase claramente entre *what* y *what's*, *he* y *he's*, *she* y *she's*.

LESSON THREE

What is **this**? ↘

It is a **book**. ↘

What are **these**? ↘

They are **girls**. ↘

THIS, THESE; WE, YOU, THEY



We are (We're) boys.

We aren't girls.

We are friends.

We are students.

We are (We're) girls.

We aren't boys.

We're friends.

We're students.



You are (You're) girls.

We are (We're) men.

We aren't women.





They are (They're) women.

They aren't men.

These are (They're) books.



These are shoes.

They are (They're) shoes.

These are houses.

They are (They're) houses.



What is (What's) *this*?

This is a boy.

He is (He's) a boy.

What is (What's) *this*?

This is a girl.

She is (She's) a girl.





What is this?

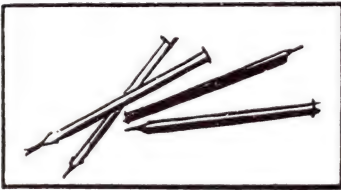
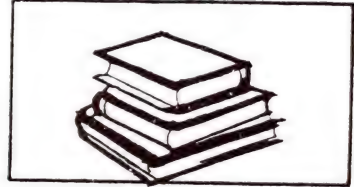
This is a book.

It is (It's) a book.

What are these?

These are books.

They are (They're) books.



What are these?

These are pencils.

They are (They're) pencils.

Conversation



Mary: I am Mary. I am a girl.

John: How do you do, Mary?

Mary: How do you do, John?
John: Are you a student?
Mary: Yes, I am. I'm a student. Are you?
John: Yes, I'm a student.
Mary: What is this?
John: It's a pencil. It isn't a pen. Is this a pen?
Mary: No, it isn't. It's a pencil.
John: Is that a table?
Mary: No, it isn't. It's a desk.

NEW WORDS

<i>three</i>	[θri:]	<i>men</i>	[men]
<i>we</i>	[wi:]	<i>women</i>	['wimin]
<i>we're</i>	[wiə(r)]	<i>aren't</i>	[a:nt]
<i>student</i>	['stju:dənt]	<i>friend</i>	[frend]
<i>they</i>	[ðei]	<i>plural</i>	['pluərəl]
<i>they're</i>	[ðeiə(r)]	<i>singular</i>	['singjulə(r)]
<i>these</i>	[ði:z]		

EXERCISES

a) *Put in the missing words:*

- | | |
|--------------------|--------------------|
| 1. We — men. | 6. This — — chair. |
| 2. He — a man. | 7. These — chairs. |
| 3. No, we — women. | 8. It — — shoe. |
| 4. — am — boy. | 9. — are shoes. |
| 5. — is a girl. | 10. How — you — ? |

b) *Answer the following questions. The answers are in brackets:*

- | | |
|-----------------------------|-----------------------------|
| 1. What is this? (globe) | 6. What are these? (chairs) |
| 2. What are these? (globes) | 7. What is this? (house) |
| 3. What is this? (shoe) | 8. What are these? (desks) |
| 4. What are these? (rulers) | 9. What is this? (pen) |
| 5. What is this? (table) | 10. What are these? (girls) |

c) *Put into the plural:*

Ex.: *These are pencils.*

- | | |
|----------------------|---------------------|
| 1. This is a pencil. | 6. He is a friend. |
| 2. It is a book. | 7. It is a house. |
| 3. She is a girl. | 8. You're a boy. |
| 4. I am a boy. | 9. She is a friend. |
| 5. What is this? | 10. He is a man. |

d) *Put into the singular:*

Ex.: *I am a man.*

- | | |
|--------------------|----------------------|
| 1. We are men. | 6. They are friends. |
| 2. You are women. | 7. These are rulers. |
| 3. They are girls. | 8. They are pens. |
| 4. They are desks. | 9. They are boys. |
| 5. What are these? | 10. They are shoes. |

PRONUNCIATION EXERCISE

- a) Palabras con *w*: *we, we're, women, words.*
- b) Letras mudas: *r* y *e* en *aren't*; *i* en *friend*; *w* en *two*; *w* en *answer*.
- c) Distíngase entre: *this* y *these*.
- d) Palabras con *p*. Este sonido se hace en inglés exhalando una corriente de aire simultánea al sonido: *pencil, pen, put.*
- e) Pronúnciense las palabras siguientes, acentuando enérgicamente la primera sílaba: *women, table, pencil, classroom, exercise, answer, following.*

LESSON FOUR

What is that? ↘
That is a book. ↘

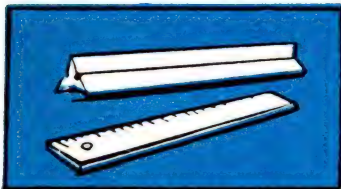
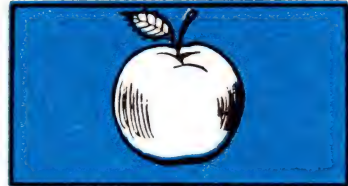
What are those? ↘
They are rulers. ↘

THAT, THAT'S, THOSE



This is a desk.

That is (That's) an apple.



These are rulers.

Those are pens.



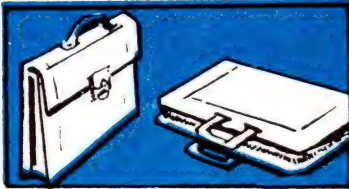


What is (What's) that?

That is (That's) a pencil-box.

What is (What's) that?

That is (That's) a book.



What are those?

Those are school-bags.

What are those?

Those are boys.



What is (What's) that?

That is (That's) a flag.

Is the book on the desk?

No, the book is not (isn't) on the desk.





Is the girl in the house?

No, the girl is not (isn't) in the house.

Is the globe on the table?

Yes, the globe is on the table.



Are these books open?

Yes, these books are open.

Conversation



Mr. Carter: What is that on the table?

Miss Wilson: It is a globe. The globe is round. What is that on the book?

Mr. Carter: It is a ruler. What is that in the pencil-box?

Miss Wilson: That is a pencil. What is that on the desk?

Mr. Carter: That is a school-bag.

Miss Wilson: What are those in the school-bag?

Mr. Carter: Those are books. Is the apple on the desk?

Miss Wilson: No, it isn't on the desk. It's on the table. Are the books open?

Mr. Carter: Yes, they are.

NEW WORDS

<i>four</i>	[fo:(r)]	<i>copy</i>	['kopi]
<i>that</i>	[ðat]	<i>sentence</i>	['sentəns]
<i>that's</i>	[ðats]	<i>copy-book</i>	['kopibuk]
<i>an</i>	[ən/n/an]	<i>inkstand</i>	['ɪŋkstand]
<i>apple</i>	['apl]	<i>eraser</i>	[i'reɪzə(r)]
<i>pencil-box</i>	['penslboks]	<i>pupil</i>	['pju:pl]
<i>school-bag</i>	['sku:lbag]	<i>make</i>	[meɪk]
<i>those</i>	[ðəuz]	<i>teacher</i>	['ti:tʃə(r)]
<i>the</i>	[ðə/ði/ði:]	<i>round</i>	[raʊnd]
<i>on</i>	[on]	<i>and</i>	[ænd/ənd]
<i>in</i>	[ɪn]	<i>affirmatively</i>	[ə'fə:metɪvli]
<i>open</i>	['əʊpən]	<i>negatively</i>	['negətɪvli]
<i>use</i>	[ju:z]	<i>floor</i>	[flo:(r)]
<i>form</i>	[fɔ:m]		

EXERCISES

a) Answer the following questions on the Conversation:

1. Is the globe on the desk?
2. What is that in the pencil-box?
3. Is the apple on the table?
4. What is round?
5. Are the school-bags on the floor?
6. Is the inkstand on the table?
7. Is the teacher in the classroom?
8. Are the books on the desks open?
9. Is the ruler on the floor?
10. Are the students in the classroom?

b) Answer the following questions affirmatively and negatively:

Ex.: Is this a pen? Yes, it's (this is) a pen.

No, it isn't (this is not) a pen.

- | | |
|------------------------|---------------------------------------|
| 1. Is this a table? | 11. Is the apple on the chair? |
| 2. Are the books open? | 12. Are the school-bags on the floor? |
| 3. Is it a ruler? | 13. Is this pencil-box open? |
| 4. Are those desks? | 14. Is the globe on the desk? |
| 5. Is that a flag? | 15. Is she a woman? |
| 6. Are these apples? | 16. Are these pens? |
| 7. Is he a boy? | 17. Is that a table? |
| 8. Are they girls? | 18. Is the desk on the table? |
| 9. Are those pencils? | 19. Are the books on the desks? |
| 10. Is it a desk? | 20. Are these chairs? |

c) *Make these sentences interrogative:*

Ex.: *Are those boys?*

- | | |
|-----------------------|-------------------------------------|
| 1. Those are boys. | 6. The books are open. |
| 2. It is a book. | 7. The teacher is in the classroom. |
| 3. He is a boy. | 8. The globe is round. |
| 4. They are pens. | 9. She is a woman. |
| 5. That girl is Mary. | 10. The boys are students. |

d) *Make these sentences negative:*

Ex.: *This isn't a pencil-box.*

- | | |
|--------------------------|------------------------|
| 1. This is a pencil-box. | 6. It is a copy-book. |
| 2. That is a school-bag. | 7. They are students. |
| 3. These are flags. | 8. Those are girls. |
| 4. He is a man. | 9. I am a boy. |
| 5. She is a woman. | 10. That is the floor. |

PRONUNCIATION EXERCISE

a) Pronúnciense las siguientes palabras, acentuando enérgicamente la primera sílaba:

*apple, pencil-box, school-bag, open, copy, sentence, copy-book
inkstand, pupil, teacher, negatively.*

b) No es necesario pronunciar la *r* final en las siguientes palabras, aunque en algunos lugares se oye una variedad de *r* muy leve:

form, four, floor, ruler, teacher, words, exercise, we're, you're.

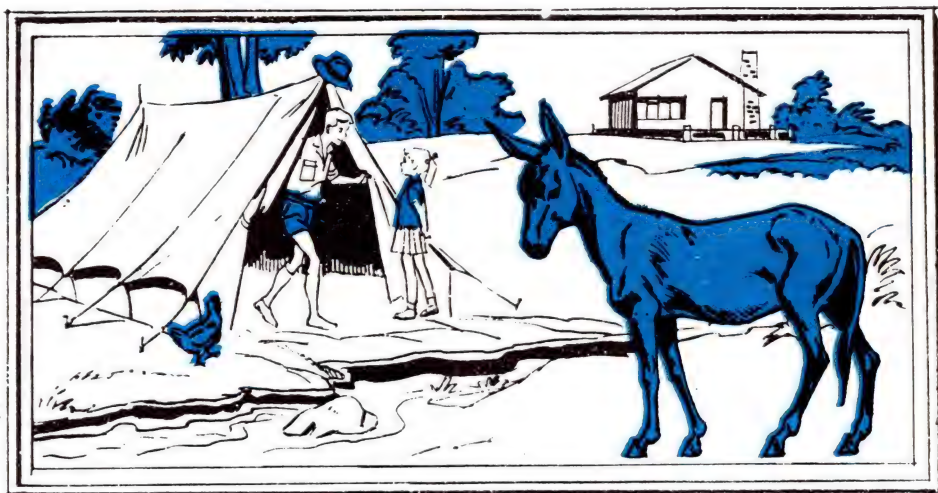
LESSON FIVE

Is there an apple on the table? ↗

Yes, there is. ↘

No, there isn't. ↘

Reading



This is a picture. It is big. There is a river in the picture. It is not big. It is small. There is a donkey in the picture. It is strong. The donkey is near the river. There is water in the river. There is a tent near the river. It is not near the house. It is not near the donkey. The tent is big. There is a boy in the picture. He is in the tent. There is a girl in the picture. She is not in the tent. She is near the tent. She is not tall. She is pretty. There is a hat on the tent. It isn't red. There is a hen near the tent. It is small.

NEW WORDS

<i>five</i>	[faiv]	<i>red</i>	[red]
<i>reading</i>	['ri:diŋ]	<i>hen</i>	[hen]
<i>picture</i>	['piktʃə(r)]	<i>blackboard</i>	['blakbo:d]
<i>river</i>	['rivə(r)]	<i>black</i>	[blak]
<i>big</i>	[big]	<i>in place of</i>	[in 'pleis əv]
<i>small</i>	[smo:l]	<i>italics</i>	[i'taliks]
<i>donkey</i>	['dɒŋki]	<i>personal</i>	['pə:sənl]
<i>strong</i>	[strɒŋ]	<i>pronoun</i>	['prəunaun]
<i>near</i>	[niə(r)]	<i>good</i>	[gud]
<i>water</i>	['wo:tə(r)]	<i>for</i>	[fo:(r)/fə(r)]
<i>tent</i>	[tent]	<i>here</i>	[hiə(r)]
<i>tall</i>	[to:l]	<i>there</i>	[ðeə(r)]
<i>pretty</i>	['priti]	<i>nice</i>	[nais]
<i>hat</i>	[hat]		

GRAMMATICAL EXPLANATIONS

Pronombre es la palabra que se pone en lugar del nombre. *Pronombres personales en caso nominativo* son los que en la oración gramatical hacen el oficio de *sujeto*. Toda palabra que hace de sujeto va siempre en el caso *nominativo*.

En inglés, los pronombres personales *caso nominativo* son los siguientes:

I	[ai]	= yo.
you	[ju:]	= tú o usted.
he	[hi:]	= él.
she	[ʃi:]	= ella.
it	[it]	= ello (no personal).
we	[wi:]	= nosotros o nosotras.
you	[ju:]	= vosotros, as, ustedes
they	[ðei]	= ellos o ellas.

La primera persona singular, *I*, se escribe siempre con mayúscula. En inglés no se tutea; siempre se dice *you*, y tanto la segunda persona singular, *usted*, como la segunda persona plural, *ustedes*, tienen la misma forma: *you*.

En inglés no puede omitirse el sujeto de la oración, como se hace en español; siempre hay que personificar la acción del verbo. Por consiguiente, ninguno de los pronombres personales apuntados pueden suprimirse cuando hacen de sujeto en la oración y no hay ningún otro sujeto expreso. Así:

<i>Soy fuerte</i>	= <i>I am strong.</i>
<i>Somos muchachos</i>	= <i>we are boys.</i>
<i>Es alto</i>	= <i>he is tall.</i>
<i>Es bonita</i>	= <i>she is pretty.</i>
<i>Es bueno (ello)</i>	= <i>it is good.</i>
<i>Son muchachas</i>	= <i>they are girls.</i>
<i>Usted es bueno y está con Tom</i>	= <i>you are good and you are with Tom.</i>

El verbo "to be".

Observación.—Todas las oraciones de este capítulo están formadas por el verbo "to be" [tu 'bi:] = *ser* o *estar*, y el tiempo verbal en el "Simple Present".

He aquí el *Simple Present* del verbo *to be* conjugado en todas las personas:

Forma completa afirmativa		Forma contracta		Forma contracta negativa
I am	= yo soy o estoy	* I'm	[aim]	I'm not
you are	= tú eres o estás	you're	[juə(r)]	you aren't [a:nt]
he is	= él es o está	he's	[hi:z]	he isn't ['iznt]
she is	= ella es o está	she's	[ʃi:z]	she isn't
it is	= ello es o está	it's	[its]	it isn't
we are	= nosotros somos o estamos	we're	[wiə(r)]	we aren't
you are	= vosotros sois o estáis	you're	[juə(r)]	you aren't
they are	= ellos son o están	they're	[ðeiə(r)]	they aren't

NOTA.—Se habrá observado que la forma interrogativa del verbo *to be* se hace por *inversión*, o sea, poniendo el verbo antes del sujeto. La negativa se hace poniendo *not* detrás del verbo en forma afirmativa.

AFFIRMATIVE	INTERROGATIVE	NEGATIVE
<i>She is a student</i>	<i>Is she a student?</i>	<i>She is not a student</i>
<i>They are boys</i>	<i>Are they boys?</i>	<i>They are not boys</i>

* Cuando se habla inglés, lo normal y corriente es usar las contracciones.

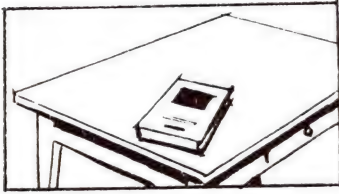
La expresión "there is" equivale a *hay* en singular; así se dice:

There is a man in the room	= Hay un hombre en la habitación.
There is a globe on the table	= Hay una esfera en la mesa.

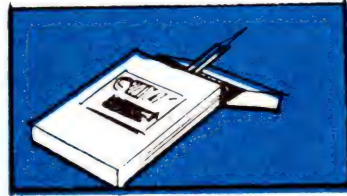
El negativo y el interrogativo se forma de la siguiente manera:

There is not (isn't) an ant in the shoe	= No hay una hormiga en el zapato.
Is there an apple on the table?	= ¿Hay una manzana en la mesa?

Singular



There is a book on this table.



There is a pencil in this box.

EXERCISES

a) Answer the following questions on the Reading:

- | | |
|--|---|
| 1. Is there a river in the picture? | 6. Is there a donkey in the river? |
| 2. Is there a flag in the picture? | 7. Is the girl tall? |
| 3. Is there a blackboard in the picture? | 8. Is there a hat in the tent? |
| 4. Is there a woman in the tent? | 9. Is the hat black? |
| 5. What is there in the tent? | 10. Is there a strong horse near the river? |

b) In place of the words in *italics*, put the corresponding personal pronouns:

Ex.: *He* is a student.

- | | |
|---|--|
| 1. <i>The boy</i> is a student. | 9. <i>The men</i> are here. |
| 2. <i>An ant</i> is in this shoe. | 10. <i>The house</i> is small. |
| 3. <i>Those fishes</i> are in the water. | 11. <i>Eric and Henry</i> are in the tent. |
| 4. <i>The pen</i> is on the desk. | 12. <i>You and I</i> are good friends. |
| 5. <i>Peter</i> is in the house. | 13. <i>The apples</i> are there. |
| 6. <i>Those donkeys</i> are near the river. | 14. <i>Those pencils</i> are red. |
| 7. <i>The pencil</i> is good. | 15. <i>The hat</i> is on that table. |
| 8. <i>These books</i> are for Peter. | 16. <i>The man</i> is here. |

c) *Write these sentences in your copy-book and put in "am", "are", "is":*

- | | |
|-----------------------------------|-------------------------------|
| 1. We — students. | 6. I — a good boy. |
| 2. He — not a pupil. | 7. No, the book — not open. |
| 3. It — a book. | 8. Yes, the pens — for Henry. |
| 4. Yes, the ruler — on that desk. | 9. — she a tall girl? |
| 5. — they friends? | 10. They — apples. |

d) *Put into the interrogative:*

Ex.: *Is he a student?*

- | | |
|----------------------------|--------------------------|
| 1. He is a student. | 6. The donkeys are here. |
| 2. She is here. | 7. That is nice. |
| 3. The blackboard is big. | 8. The man is strong. |
| 4. Those houses are small. | 9. We are friends. |
| 5. The tent is there. | 10. The hen is small. |

PRONUNCIATION EXERCISE

Este es un ejercicio de ritmo. En inglés, por regla general, se acentúan los sustantivos, adjetivos, adverbios, verbos principales, y se dicen levemente los pronombres personales, verbos auxiliares, artículos.

Léanse las siguientes frases acentuando enérgicamente las sílabas que aparecen en tipo grueso:

1. She is **not here**.
2. They **aren't friends**.
3. **What** is **that** on the **table**?
4. **That's** a **book**.
5. **What** are **these**?
6. They are **pens**.
7. **Answer** the **following questions**.
8. I am **John**.
9. He **isn't John**. He is **David**.
10. **How** do you **do**?

LESSON SIX

What is your friend? \

My friend is an engineer. \

Reading



This is a classroom. It is big. It is a big classroom. There are some boys in the classroom and there are also some girls. The boys and girls are pupils. They are friends. There is also a teacher in the classroom. He is Mr. Ley. Mr. Ley is the teacher. He is English. He is the English teacher. Mr. Ley is tall. There is a blackboard on the wall. Mr. Ley is near the blackboard. There are some sentences on the blackboard. There is a table in the classroom and there are also some desks in the classroom. There is a globe on the table and four books. There is also a pencil-box on the table. It is near the books. There are nine pencils in the pencil-box. There is also an eraser near the globe. There are some books and copy-books on the desks. The books and the copy-books are open. There are some erasers and pencil-boxes on the desks. There are some brothers and sisters in the classroom.

NEW WORDS

<i>nine</i>	[nain]	<i>wall</i>	[wo:l]
<i>your</i>	[jo:(r)/juə(r)]	<i>European</i>	[juərə'piən]
<i>my</i>	[mai]	<i>arm</i>	[a:m]
<i>engineer</i>	[endʒi'niə(r)]	<i>cinema</i>	['sinimə]
<i>some</i>	[səm/sm]	<i>eye</i>	[ai]
<i>any</i>	['eni]	<i>yard</i>	[ja:d]
<i>also</i>	['o:lsəu]	<i>nose</i>	[nəuz]
<i>English</i>	['iŋglɪʃ]	<i>face</i>	[feɪs]

GRAMMATICAL EXPLANATIONS

El *artículo indeterminado*, en inglés "*indefinite article*", tiene las formas "a" [ə/eɪ], "an" [ən/n/an] y es invariable en cuanto al género.

"a", "an" corresponde a las formas castellanas *un, una*.

Se emplea "a" delante de las palabras que empiezan por consonante o por vocal con sonido de consonante.

Se emplea "an" delante de las palabras que empiezan por vocal o "b" muda.

Así:

a book, *a* pen, *a* useful book, *a* European.
an arm, *an* eye, *an* hour, *an* honour.

El artículo indeterminado "a", "an" no tiene plural; es el "*determinative*" *some* el que hace las veces de artículo plural. Así:

<i>a</i> book = <i>un libro</i>	<i>some</i> books = <i>unos libros</i>
<i>an</i> ant = <i>una hormiga</i>	<i>some</i> ants = <i>unas hormigas</i>

"Some" [səm], en afirmativo, y "any" ['eni] en interrogativo y negativo, es un partitivo que en español significa: *algo, algunos, un poco, unos pocos*.

El uso del artículo indeterminado.—El uso del artículo indeterminado, en inglés, difiere del empleo de este artículo en castellano.

Así, se emplea el artículo indeterminado en inglés *a, an*, y no el artículo determinado, o ningún artículo, como hacemos en castellano, en los siguientes casos:

1.° *Ante los sustantivos que denotan profesión, religión, nacionalidad o lo que uno es en política:*

My friend is <i>an</i> engineer	= <i>Mi amigo es ingeniero.</i>
This man is <i>a</i> Catholic	= <i>Este hombre es católico.</i>
My father is <i>an</i> Englishman	= <i>Mi padre es inglés.</i>

2.° *Ante los sustantivos que expresan tiempo, peso o medida:*

I go to the cinema twice <i>a</i> week	= <i>Yo voy al cine dos veces por semana.</i>
Mr. Rogers sells sugar at 25 cents <i>a</i> kilo	= <i>El señor Rogers vende azúcar a 25 céntimos kilo.</i>

3.° *Para indicar ciertas cualidades, defectos o virtudes de una persona:*

James has <i>a</i> good memory	= <i>Jaime tiene buena memoria.</i>
Her sister has <i>a</i> big mouth	= <i>Su hermana tiene la boca grande.</i>
The boy has <i>a</i> long nose	= <i>El muchacho tiene la nariz larga.</i>

El artículo determinado.—El artículo determinado, en inglés “*definite article*”, tiene la forma “*the*” [ðə/ði/ði:] y es *invariable* en cuanto al género y número. Quiere esto decir que no cambia, y que, por lo tanto, es el mismo para el masculino, femenino y neutro. Tiene igualmente la misma forma en singular que en plural.

“*The*” corresponde a las formas castellanas *el, la, lo, los, las*.

<i>The</i> boy is good	= <i>El muchacho es bueno.</i>
<i>The</i> boys are good	= <i>Los muchachos son buenos.</i>
<i>The</i> girl is pretty	= <i>La muchacha es bonita.</i>
<i>The</i> girls are pretty	= <i>Las muchachas son bonitas.</i>
<i>The</i> book is new	= <i>El libro es nuevo.</i>
<i>The</i> books are new	= <i>Los libros son nuevos.</i>
<i>The</i> good, <i>the</i> bad	= <i>Lo bueno, lo malo.</i>

La expresión "*hay*" refiriéndose a cosas en plural, se traduce por "*there are*". En afirmativo, va seguido normalmente de la palabra "*some*", y en interrogativo y negativo, de la palabra "*any*":

There are some students in the classroom.

Hay algunos estudiantes en la clase.

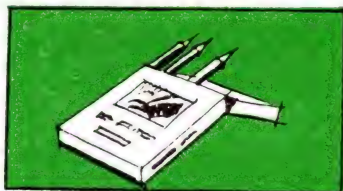
Are there any boys in the house?

¿Hay algunos chicos en la casa?

There aren't any copy-books on the floor.

No hay (ningunos) cuadernos en el suelo.

Plural



There are two books on this table.

There are three pencils in this box.

EXERCISES

a) *Answer the following questions on the Reading:*

- | | |
|---|---|
| 1. What is this? | 6. Is Mr Ley small? |
| 2. Is there an engineer in the classroom? | 7. Is Mr. Ley a European? |
| 3. Are there any sentences on the blackboard? | 8. Are there any copy-books on the floor? |
| 4. Are there any desks in the classroom? | 9. Is there a flag on the wall? |
| 5. What is there on the wall? | 10. Is there a globe on the floor? |
| | 11. Where is Mr. Ley? |
| | 12. What is near the books? |

b) *Put in "a" or "an" in the following sentences:*

- | | |
|----------------------|-------------------|
| 1. It's — answer. | 6. It's — cinema. |
| 2. It's — question. | 7. He is — boy. |
| 3. It's — arm. | 8. It's — eye. |
| 4. He is — European. | 9. It's — chair. |
| 5. He is — engineer. | 10. It's — globe. |

c) *Put in "some" or "any" in the following sentences:*

- | | |
|---|---|
| 1. Are there — desks in the room? | 6. There aren't — apples on the table. |
| 2. There aren't — hats in the classroom. | 7. Are there — pencils in the pencil-box? |
| 3. Are there — sentences on the blackboard? | 8. There are — hens in the yard. |
| 4. There are — shoes on the floor. | 9. There aren't — sisters in the house. |
| 5. Are there — copy-books in the school-bags? | 10. There are — donkeys in the yard. |

d) *In place of the words in italics, put the corresponding personal pronouns:*

Ex.: *You* are good boys.

- | | |
|--|--|
| 1. <i>You, Henry and Paul</i> are good boys. | 7. <i>The pupils</i> are in the classroom. |
| 2. <i>My nose</i> is long. | 8. <i>This book</i> is open. |
| 3. <i>The teacher</i> is with Paul. | 9. <i>The desks</i> are for the pupils. |
| 4. <i>Betty and Helen</i> are in the yard. | 10. <i>That man</i> is Mr. Brown. |
| 5. <i>The eraser</i> is on the floor. | 11. <i>The hens</i> are black. |
| 6. <i>The student</i> is near the black-board. | 12. <i>The houses</i> are big. |
| | 13. <i>Ruth</i> is a pretty girl. |
| | 14. <i>Peter and Henry</i> are here. |

PRONUNCIATION EXERCISE

Es esencial en inglés hacer una gran diferencia entre vocales largas y cortas. Practíquense las siguientes palabras.

Sonido (i:) largo: *teacher, reading, three, these, she's, he's.*

Sonido (i) corto: *river, ink, with, donkey, reading, big, it's, this, women.*

a) Practíquense las frases siguientes con (i)

It is a big donkey.

This is a pretty picture.

b) Practíquense las frases siguientes con (i:)

These three teachers.

Three weeks.

LESSON SEVEN

This **book** is **good**. ↘

That **boy** is **tall**. ↘

Where is Mr. **Ley**? ↘

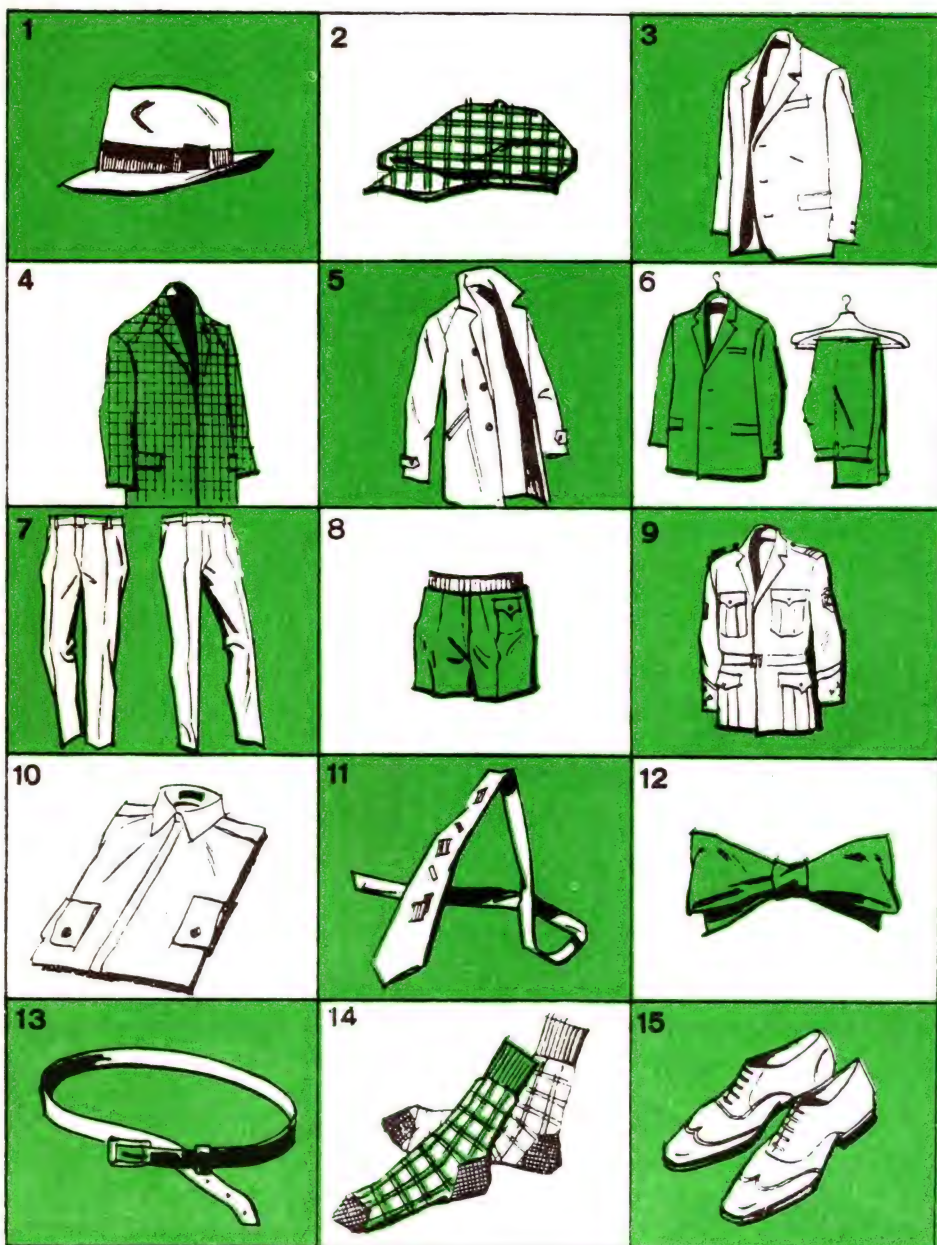
Where are his **shoes**? ↘

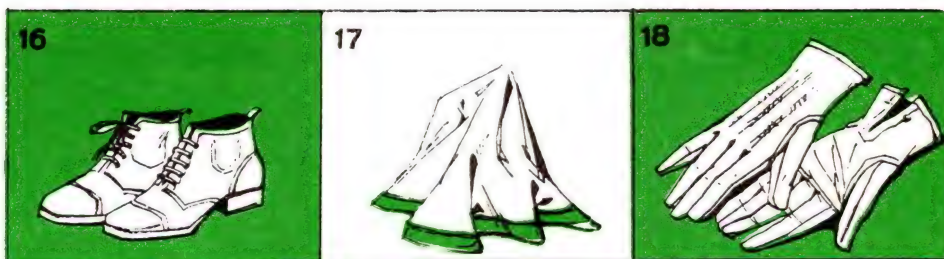
Reading



Mr. Ley is in the room. He is a man. The room is his bedroom. There is a bed, a table and a chair in the room. There is also a picture on the wall. His shirt is on the chair. His tie is on his shirt. His handkerchief is also on his shirt. His coat is also on the chair. His hat and his overcoat are not on the chair. They are on the table. His hat is on his overcoat. His gloves are also on the table. They are not on his coat. They are near his coat. His shoes are on the floor. They are near his feet. His socks are not on his shoes. They are on his feet. There is a raincoat in the room. It is not on the chair and it is not on the table. It is on a hook. The hook is on the wall. It is near the bed.

Clothes for Men





1. <i>hat</i>	[hat]	10. <i>shirt</i>	[ʃə:t]
2. <i>cap</i>	[kap]	11. <i>tie</i>	[tai]
3. <i>coat</i>	[kəut]	12. <i>bow-tie</i>	[ˈbəutai]
4. <i>overcoat</i>	[ˈəuvəkəut]	13. <i>belt</i>	[belt]
5. <i>raincoat</i>	[ˈreinkəut]	14. <i>socks</i>	[soks]
6. <i>suit</i>	[sju:t]	15. <i>shoes</i>	[ʃu:z]
7. <i>trousers</i>	[ˈtrauzəz]	16. <i>boots</i>	[bu:ts]
8. <i>shorts</i>	[ʃo:ts]	17. <i>handkerchief</i>	[ˈhæŋkətʃi:f]
9. <i>uniform</i>	[ˈju:nifo:m]	18. <i>gloves</i>	[glʌvz]

NEW WORDS

<i>seven</i>	[ˈsevən]	<i>feet</i>	[fi:t]
<i>where</i>	[weə(r)]	<i>socks</i>	[soks]
<i>his</i>	[hiz/iz]	<i>raincoat</i>	[ˈreinkəut]
<i>room</i>	[rum]	<i>hook</i>	[huk]
<i>bedroom</i>	[ˈbedrum]	<i>clothes</i>	[kləʊðz]
<i>bed</i>	[bed]	<i>belt</i>	[belt]
<i>shirt</i>	[ʃə:t]	<i>write</i>	[rait]
<i>tie</i>	[tai]	<i>ant</i>	[ant]
<i>handkerchief</i>	[ˈhæŋkətʃi:f]	<i>right</i>	[rait]
<i>coat</i>	[kəut]	<i>wrong</i>	[rɒŋ]
<i>overcoat</i>	[ˈəuvəkəut]	<i>preposition</i>	[prepəˈziʃən]
<i>gloves</i>	[glʌvz]		

GRAMMATICAL EXPLANATIONS

Los adjetivos y pronombres demostrativos.—Los adjetivos y pronombres demostrativos en inglés son los mismos; tienen la misma forma. Son adjetivos cuando van seguidos de un nombre; son pronombres cuando se ponen en lugar del nombre. Son los siguientes:

<i>This</i>	[ðis]	= <i>este, esta, esto.</i>
<i>That</i>	[ðat]	= <i>ese, esa, eso, aquel, aquella, aquello.</i>

<i>These</i>	[ði:z]	= <i>estos, estas.</i>
<i>Those</i>	[ðəuz]	= <i>esos, esas, aquellos, aquellas.</i>

(Como adjetivos)	{	<i>This book is good</i>	= <i>Este libro es bueno.</i>
		<i>That boy is tall</i>	= <i>Aquel muchacho es alto.</i>
		<i>These books are good</i>	= <i>Estos libros son buenos.</i>
		<i>Those boys are tall</i>	= <i>Aquellos muchachos son altos.</i>

(Como pronombres)	{	<i>This is a good book</i>	= <i>Este es un buen libro.</i>
		<i>That is a tall boy</i>	= <i>Aquel es un muchacho alto.</i>
		<i>These are good books</i>	= <i>Estos son buenos libros.</i>
		<i>Those are tall boys</i>	= <i>Aquellos son muchachos altos.</i>

OBSERVACIÓN.—En inglés hay sólo dos distancias: lo que está cerca y lo que está lejos. Usamos *this* y *these* para lo que está cerca. El *ese, esa, eso* castellanos corresponden al *that*, ya que en inglés, según hemos visto, *ese, esa, eso* es igual que *aquel, aquella, aquello*, y todos sus plurales se traducen por *those* en inglés.

EXERCISES

a) *Answer the following questions on the Reading:*

- | | |
|--------------------------------------|-----------------------------|
| 1. Where is Mr. Ley? | 7. Where is his shirt? |
| 2. Where is his overcoat? | 8. Is his tie on the floor? |
| 3. Are there any shoes in the room? | 9. Where are his shoes? |
| 4. Where is his belt? | 10. Where is his coat? |
| 5. Is his handkerchief on the table? | 11. Where are his socks? |
| 6. What is there on the table? | 12. Where is his raincoat? |

b) *Write these sentences in your copy-book and put in "a" or "an":*

- | | |
|---------------------|----------------------|
| 1. It's — apple. | 6. It's — table. |
| 2. It's — book. | 7. It's — ruler. |
| 3. It's — pen. | 8. It's — copy-book. |
| 4. It's — pencil. | 9. It's — eraser. |
| 5. It's — inkstand. | 10. It's — flag. |

c) *Put in "this", "that", "these", those*:

- | | |
|-----------------------------|-------------------------------|
| 1. The boys are in — house. | 7. — is right and — is wrong. |
| 2. — is an ant. | 8. — boys are Henry and Paul. |
| 3. — boy is my brother. | 9. Is — your hat? |
| 4. — girls are friends. | 10. No, my hat is — one. |
| 5. — is my hat. | 11. — are good apples. |
| 6. — are chairs. | 12. Is — an eraser? |

d) *Put in the prepositions "on", "in" or "near"*:

- | | |
|---------------------------------|----------------------------------|
| 1. Mr. Ley is — this room. | 6. The shoes are — the floor. |
| 2. The picture is — the wall. | 7. The ruler is — the desk. |
| 3. His raincoat is — that hook. | 8. The chair is — the table. |
| 4. The table is — the bed. | 9. Those chairs are — that room. |
| 5. The man is — the house. | 10. The inkstand is — the table. |

PRONUNCIATION EXERCISE

Consonantes finales:

Es importante no omitir las consonantes finales en las palabras. Tanto es así que el omitir o pronunciar mal dichas consonantes puede ser motivo de no entender con propiedad. Practíquense dichas palabras:

- a) *desk, bed, hook, room, right, flag, hat, book, inkstand, not, feet,*
b) *chairs, apples, shoes, raincoats, boys.*

La "r" al final no se pronuncia en el inglés del sur de Inglaterra, pero se oye levemente en el inglés que se habla en USA.

LESSON EIGHT

What is **this**? ↘

What are **these**? ↘

It is a **mouse**. ↘

They are **mice**. ↘

Reading



Mr. Carter and Miss Wilson are in the country. They are near the river. There are some trees near the river. There are some fishes in the river and there are five ducks on the water. There are three donkeys near the trees. There are some houses and a church. There is a child near the church and there are some children near the oxen. There is an ox near the church and there are some oxen near the donkeys. How many trees are there in the picture? There are five trees in the picture. Mr. Carter and Miss Wilson are near a tree and the three donkeys are near the trees. There is a bridge over the river. It is a big bridge. There is a tree in the village. The tree is near the church. The church is big. It is a big church.

NEW WORDS

<i>eight</i>	[eit]
<i>mouse</i>	[maʊs]
<i>mice</i>	[maɪs]
<i>country</i>	[ˈkʌntri]
<i>fish</i>	[fɪʃ]
<i>duck</i>	[dʌk]
<i>tree</i>	[tri:]
<i>church</i>	[tʃə:tʃ]
<i>ox</i>	[ɒks]
<i>how many</i>	[ˈhaʊ ˈmeni]
<i>bridge</i>	[brɪdʒ]
<i>over</i>	[ˈəʊvə(r)]
<i>village</i>	[ˈvɪlɪdʒ]
<i>animal</i>	[ˈænɪmə]
<i>children</i>	[ˈtʃɪldrən]
<i>child</i>	[tʃaɪld]
<i>fly</i>	[flaɪ]

<i>net</i>	[net]
<i>box</i>	[bɒks]
<i>orange</i>	[ˈɒrɪndʒ]
<i>glass</i>	[glɑ:s]
<i>ass</i>	[as]
<i>day</i>	[deɪ]
<i>lady</i>	[ˈleɪdi]
<i>princess</i>	[prɪnˈses]
<i>wife</i>	[waɪf]
<i>foot</i>	[fʊt]
<i>roof</i>	[ru:f]
<i>potato</i>	[pəˈteɪtəʊ]
<i>loaf</i>	[ləʊf]
<i>note</i>	[nəʊt]
<i>sheet of paper</i>	[ˈʃi:t əv ˈpeɪpə(r)]
<i>key</i>	[ki:]
<i>brush</i>	[brʌʃ]

SINGULAR

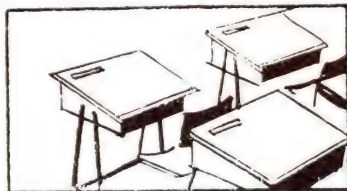


This is a desk



This is a girl

PLURAL



These are desks



These are girls

SINGULAR



It is a cat



It is a shoe



This is a fly



This is a loaf

PLURAL



They are cats



They are shoes



These are flies



These are loaves

SINGULAR



This is a tooth



This is a man



This is a woman



This is a child

PLURAL



These are *teeth*



These are *men*



These are *women*

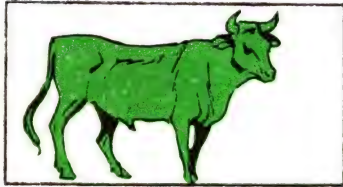


These are *children*

SINGULAR



This is a mouse



This is an ox

PLURAL



These are mice



These are oxen

GRAMMATICAL EXPLANATIONS

Cómo se forma el plural de los sustantivos.—El plural de los sustantivos, en inglés, se forma de varios modos, aunque la regla general es añadiendo una "s" al singular.

1.º Añadiendo una "s" al singular:

book, books; girl, girls; pen, pens, cat, cats.

2.º Añadiendo "es" a las palabras que acaban en *s, ss, ch, sh, x, z*; es decir, las palabras que acaban en sonido silbante y también las que acaban en "o" precedida de consonante:

wish, wishes; box, boxes; church, churches; potato, potatoes.

3.º Las palabras que acaban en "y" precedida de consonante, cambian la "y" en "ie" y añaden una "s":

lady, ladies; fly, flies; baby, babies; story, stories.

4. Las palabras que acaban en “f” o “fe”, cambian la “fe” en “v” y añaden “es”:

loaf, loaves; half, halves; life, lives; wife, wives.

Y, por último, hay también palabras que hacen el plural por cambio de vocal, y dos o tres más que lo hacen añadiendo “en” al singular.

	Singular		Plural	
<i>Diente</i>	Tooth	[tu:θ]	Teeth	[ti:θ]
<i>Pie</i>	Foot	[fut]	Feet	[fi:t]
<i>Hombre</i>	Man	[man]	Men	[men]
<i>Mujer</i>	Woman	[ˈwumən]	Women	[ˈwimin]
<i>Niño</i>	Child	[tʃaɪld]	Children	[ˈtʃɪldrən]
<i>Ratón</i>	Mouse	[maʊs]	Mice	[maɪs]
<i>Buey</i>	Ox	[oks]	Oxen	[ˈoksən]
<i>Prójimo, cofrade</i>	Brother	[ˈbrʌðə(r)]	Brethren	[ˈbreðrən]

SOME, ANY

- There are some books on the table. *Hay (algunos) libros en la mesa.*
- There aren't any books on the table. *No hay (ningunos) libros en la mesa.*
- Are there any books on the table? *¿Hay (algunos) libros en la mesa.?*

NOTA.—Se emplea *some* en afirmativo; *not any*, en negativo, y *any*, en interrogativo

EXERCISES

a) *Answer the following questions on the Reading:*

- Where are Mr. Carter and Miss Wilson?
- Are there any animals near the river?
- What animals are they?
- Is there a church near the houses?
- Are there any children near the church?
- Is there an ox in the river?

- | | |
|--|---|
| 7. Where is there a child? | 10. Is there an ox near the donkeys? |
| 8. Where are the ducks? | 11. What are Mr. Carter and Miss Wilson near? |
| 9. Are there two donkeys near the trees? | 12. Where is the bridge? |

b) *Write these sentences in the plural:*

Ex.: *Those are globes.*

- | | |
|----------------------------------|----------------------------------|
| 1. That is a globe. | 11. The pen is for my friend. |
| 2. My brother is a good boy. | 12. He is a tall boy. |
| 3. It is a fly. | 13. The box is on that table. |
| 4. This is not an apple. | 14. A mouse is not a big animal. |
| 5. That child is my brother. | 15. Is my book on the floor? |
| 6. Is this your book, Tom? | 16. This is not a shoe. |
| 7. The desk is in the classroom. | 17. It is a hen. |
| 8. She is a pretty girl. | 18. Is that orange good? |
| 9. This fish is in the net. | 19. The man is a teacher. |
| 10. I am a good boy. | 20. Is that door open? |

c) *Write the plural of these nouns:*

- | | |
|-------------------|---------------------|
| 1. man. | 19. river. |
| 2. glass. | 20. roof. |
| 3. door. | 21. ox. |
| 4. church. | 22. potato. |
| 5. ass. | 23. loaf. |
| 6. day. | 24. box. |
| 7. boy. | 25. child. |
| 8. fly. | 26. tree. |
| 9. donkey. | 27. pupil. |
| 10. lady. | 28. note. |
| 11. princess. | 29. duck. |
| 12. mouse. | 30. sheet of paper. |
| 13. fish. | 31. country. |
| 14. wife. | 32. key. |
| 15. handkerchief. | 33. face. |
| 16. wish. | 34. nose. |
| 17. foot. | 35. brush. |
| 18. woman. | |

d) *How many:*

1. donkeys are there in the picture?
2. ducks are there in the river?
3. trees are there in the village?
4. boys are there near the cows?
5. cows are there in the picture?
6. fishes are there in the river?
7. houses are there in the village?
8. women are there in the picture?
9. bridges are there over the river?
10. churches are there in the village?

PRONUNCIATION EXERCISE

Hay dos clases de *o*, una larga y otra corta.

Palabras con (*o:*) larga:

shorts, tall, wall, story, door, floor, form, four, for, blackboard.

Palabras con (*o*) corta:

ox, box, donkey, Tom, what, not, on, copy, strong.

LESSON NINE

Has Mr. Wilson a farm? \

Yes, he has. \

No, he hasn't. \

Reading



Mr. Wilson has a farm. This is his farm-yard. There are some animals in the farm-yard. There are two cows and a bull near the door. There are five hens and a cock near the cows. There is a small pond in the yard and there are four ducks and one drake in the pond. There is a cat in the yard but there aren't any mice. Mr. Wilson is with his horse and mare. There is a shepherd with three goats. There are some men and women in the farm-yard. Mr. Wilson has a hat on his head. There are four men in the picture. They are all farmers. There are two women in the picture. One of the women has a hat on her head, but the other hasn't. A farmer has a rake in his hand. There is a cat in the picture. It is near the house. The woman with a hat is at the door. The shepherd has a stick in his hand.

NEW WORDS

<i>nine</i>	[nain]	<i>other</i>	[ʼʌðə(r)]
<i>has</i>	[haz/həz/əz]	<i>with</i>	[wið]
<i>farm</i>	[fa:m]	<i>rake</i>	[reik]
<i>hasn't</i>	[ʼhazənt]	<i>hand</i>	[hand]
<i>farm-yard</i>	[ʼfa:m-ja:d]	<i>at</i>	[at/ət]
<i>cow</i>	[kau]	<i>stick</i>	[stik]
<i>bull</i>	[bul]	<i>give</i>	[giv]
<i>cock</i>	[kok]	<i>mother</i>	[ʼmʌðə(r)]
<i>pond</i>	[pond]	<i>bitch</i>	[bitʃ]
<i>drake</i>	[dreik]	<i>nun</i>	[nʌn]
<i>cat</i>	[cat]	<i>daughter</i>	[ʼdo:tə(r)]
<i>horse</i>	[ho:s]	<i>female</i>	[ʼfi:meil]
<i>mare</i>	[mɛə(r)]	<i>queen</i>	[kwi:n]
<i>shepherd</i>	[ʼʃepəd]	<i>niece</i>	[ni:s]
<i>goat</i>	[ʼgəut]	<i>daddy</i>	[ʼdadi]
<i>head</i>	[hed]	<i>brother</i>	[ʼbrʌðə(r)]
<i>farmer</i>	[ʼfa:mə(r)]	<i>widower</i>	[ʼwidəuə(r)]
<i>of</i>	[ov/əv]	<i>madam</i>	[ʼmadəm]
<i>her</i>	[hə:(r)/hə(r)]	<i>grandfather</i>	[ʼgrandfa:ðə(r)]

GRAMMATICAL EXPLANATIONS

El género del nombre en inglés.—Sabemos que en inglés las terceras personas del singular son tres. Tanto los adjetivos posesivos, como los pronombres personales, posesivos y reflexivos ingleses, se usan en relación a un hombre, una mujer o una cosa respectivamente. Así, atribuimos:

Género masculino: A los varones:
man, boy.

Género femenino: A las mujeres:
woman, girl.

Género no personal: A todas las cosas y objetos inanimados. Y a los animales cuando no pretendemos destacar el sexo por algún motivo de afecto o interés. *Baby* entra también en esta categoría, pues la madre de la criatura siempre se referirá a ella empleando *he* o *she*:

farm, table, pen, book, horse, cock, rabbit.

Formación del femenino.—La distinción del género en inglés se hace de tres modos: 1.º, *por el empleo de palabras diferentes*; 2.º, *por medio de sufijos*, y 3.º, *usando prefijos*.

Caso 1.º *Por el empleo de palabras diferentes:*

<i>father</i>	[ˈfɑːðə(r)]	padre	<i>mother</i>	[ˈmʌðə(r)]	madre
<i>papa, dad,</i>	[pəˈpɑː/dad/,		<i>mamma,</i>	[məˈmɑː],	
<i>daddy</i>	ˈdadi]	papá, papaíto	<i>mummy</i>	[ˈmʌmi]	mamá, mamaíta
<i>son</i>	[sʌn]	hijo	<i>daughter</i>	[ˈdoːtə(r)]	hija
<i>man</i>	[mæn]	hombre	<i>woman</i>	[ˈwʊmən]	mujer
<i>boy</i>	[bɔɪ]	muchacho	<i>girl</i>	[gɜːl]	muchacha
<i>brother</i>	[ˈbrʌðə(r)]	hermano	<i>sister</i>	[ˈsɪstə(r)]	hermana
<i>uncle</i>	[ˈʌŋkl]	tío	<i>aunt</i>	[aːnt]	tía
<i>nephew</i>	[ˈnevjuː]	sobrino	<i>niece</i>	[niːs]	sobrina
<i>grandfather</i>	[ˈgrænd- faːðə(r)]	abuelo	<i>grand- mother</i>	[ˈgrænd- mʌðə(r)]	abuela
<i>husband</i>	[ˈhʌzbənd]	esposo	<i>wife</i>	[waɪf]	esposa
<i>gentleman</i>	[ˈdʒentlmən]	caballero	<i>lady</i>	[ˈleɪdi]	señora
<i>widower</i>	[ˈwɪdəʊə(r)]	viudo	<i>widow</i>	[ˈwɪdəʊ]	viuda
<i>male</i>	[meɪl]	varón	<i>female</i>	[ˈfiːmeɪl]	hembra
<i>king</i>	[kɪŋ]	rey	<i>queen</i>	[kwiːn]	reina
<i>lord</i>	[lɔːd]	señor	<i>lady</i>	[ˈleɪdi]	señora
<i>friar, monk</i>	[ˈfraɪə(r), mʌŋk]	fraile, monje	<i>nun</i>	[nʌn]	monja
<i>sir</i>	[səː(r)]	señor	<i>madam</i>	[ˈmædəm]	señora
<i>bull</i>	[bʊl]	toro	<i>cow</i>	[kaʊ]	vaca
<i>cock</i>	[kɒk]	gallo	<i>hen</i>	[hen]	gallina
<i>dog</i>	[dɒg]	perro	<i>bitch</i>	[bɪtʃ]	perra
<i>drake</i>	[dreɪk]	pato	<i>duck</i>	[dʌk]	pata
<i>horse</i>	[hɔːs]	caballo	<i>mare</i>	[mɛə(r)]	yegua

EXERCISES

a) *Answer the following questions on the Reading:*

- How many men are there in the farm-yard?
- Where are the cows?
- Are there any children with the ducks?
- How many children are there in the farm-yard?
- Is there a bull near Mr. Wilson?
- How many ducks are there in the pond?
- Are there seven cows in the farm-yard?
- How many women are there in the farm-yard?

9. Where is there a horse?
10. Are there two goats with the shepherd?
11. What has one of the women on her head?
12. What has the shepherd in his hand?

b) *Give the masculine of these nouns:*

- | | |
|-----------|-------------|
| 1. lady | 6. nun |
| 2. girl | 7. daughter |
| 3. mother | 8. female |
| 4. niece | 9. queen |
| 5. bitch | 10. wife |

c) *Give the feminine of these nouns:*

- | | |
|------------|-----------------|
| 1. man | 6. widower |
| 2. cock | 7. gentleman |
| 3. horse | 8. bull |
| 4. daddy | 9. drake |
| 5. brother | 10. grandfather |

d) *Make these sentences negative:*

Ex.: *Mr. Wilson hasn't a farm.*

1. Mr. Wilson has a farm.
2. He is a farmer.
3. There is a cat in the picture.
4. There are some men in the picture.
5. Mr. Ley is near the blackboard.
6. The boys have some books.
7. There are some desks in the classroom.
8. The men have some hats.
9. His shoes are on his feet.
10. There are some clothes in the room.

PRONUNCIATION EXERCISE

En inglés hay varias clases de (a):

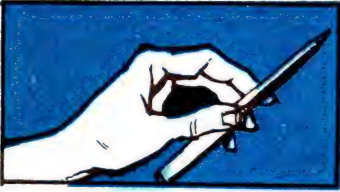
- (a) Como en: flag, that, am, man, translate, apple, inkstand, bag, blackboard, at, ant.
- (a:) Como en: are, answer, Carter, aren't, class, arm, yard.
- (A) Como en: brother, some, gloves.

LESSON TEN

What have you in your **hand**?↘

I have a **pen** in my **hand**.↘

MY, YOUR, HIS, HER, ITS, OUR, YOUR, THEIR
HAVE, HAS



I have a pen in *my* hand.

You have a hat on *your* head.



James (he) has a book in *his* pocket.

The girl (she) has an apple in *her* hand.





The dog (it) is in its kennel.

We have two books in our hands.



Peter and you (you) have your books.

*Henry and Paul (they) have their hands
in their pockets.*



Reading



Mr. Wilson has three sons and one daughter. The sons are Harry, Tom and Peter, and the daughter is Jane. Jane has three brothers and the brothers have

one sister. Harry and Tom have a small car. Their car is red and black. Peter hasn't a car, but he has a bicycle. His bicycle is blue. Mr. Wilson has a big car. It is for the farm. It is black. Jane hasn't a car and she hasn't a bicycle. She has a boy-friend. Mr. Carter is her boy-friend. He has a nice car. His car is blue.

Mr. Wilson has a big farm. It has a lot of fields and a big garden. He also has four dogs. Each dog has a kennel.

Harry and Tom have a lot of friends. Their friends have cars. Peter also has a lot of friends. His friends haven't cars. They have bicycles.

NEW WORDS

<i>ten</i>	[ten]	<i>blue</i>	[blu:]
<i>its</i>	[its]	<i>a lot of</i>	[ə 'lot əv]
<i>our</i>	['auə(r)]	<i>field</i>	[fi:ld]
<i>their</i>	[ðeə(r)]	<i>garden</i>	['ga:dən]
<i>have</i>	[hav]	<i>dog</i>	[dog]
<i>pocket</i>	['pokit]	<i>colour</i>	['kʌlə(r)]
<i>kennel</i>	['kenl]	<i>window</i>	['windəu]
<i>son</i>	[sʌn]	<i>schoolmate</i>	['sku:lmeit]
<i>car</i>	[ka:(r)]	<i>rabbit</i>	['rabit]
<i>bicycle</i>	['baisikl]	<i>hair</i>	[heə(r)]
<i>boy-friend</i>	['boi-frend]	<i>translate</i>	[trans'leit]

GRAMMATICAL EXPLANATIONS

El adjetivo en inglés.—Los adjetivos ingleses son *invariables*, y muy raras veces van detrás del nombre.—Podríamos decir que casi siempre lo preceden:

A tall man	= <i>un hombre alto.</i>
A tall woman	= <i>una mujer alta.</i>
— tall men	= <i>hombres altos.</i>
— tall women	= <i>mujeres altas.</i>

Los adjetivos posesivos.—Los adjetivos posesivos indican posesión o pertenencia y siempre van seguidos de un nombre.—Concuerdan con el poseedor en género y número.

Son los siguientes:

MY	[mai]	= <i>mi, mis.</i>
YOUR	[jo:(r)]	= <i>tu, tus, su, sus (de usted).</i>
HIS	[hiz]	= <i>su, sus (de él).</i>
HER	[hə:(r)]	= <i>su, sus (de ella).</i>
ITS	[its]	= <i>su, sus (no personal, de ello).</i>
OUR	[ʼauə(r)]	= <i>nuestro, nuestros, nuestra, nuestras.</i>
YOUR	[jo:(r)]	= <i>vuestro, os, vuestra, as, su, sus (de ustedes).</i>
THEIR	[ðeə(r)]	= <i>su, sus (de ellos, de ellas).</i>

El verbo "to have"

Todas las oraciones anteriores están formadas por el verbo "*to have*" [tu'hav] = *tener o haber*, y el tiempo verbal es el "*Simple Present*".

He aquí el *Simple Present* del verbo *to have* conjugado en todas las personas:

<i>Forma completa afirmativa</i>		<i>Forma contracta</i>		<i>Forma contracta negativa</i>
I have	= <i>yo tengo o he</i>	<i>I've</i>	[aiv]	<i>I haven't</i>
you have	= <i>tú tienes o has</i>	<i>you've</i>	[ju:v]	<i>you haven't</i> ['havnt]
he has	= <i>él tiene o ha</i>	<i>he's</i>	[hi:z]	<i>he hasn't</i> ['haznt]
she has	= <i>ella tiene o ha</i>	<i>she's</i>	[ʃi:z]	<i>she hasn't</i>
it has	= <i>ello tiene o ha</i>	—	—	<i>it hasn't</i>
we have	= <i>n. tenemos o habemos</i>	<i>we've</i>	[wi:v]	<i>we haven't</i>
you have	= <i>v. tenéis o habéis</i>	<i>you've</i>	[ju:v]	<i>you haven't</i>
they have	= <i>ellos tienen o han</i>	<i>they've</i>	[ðeiv]	<i>they haven't</i>

NOTA.—La forma interrogativa del verbo "*to have*" es por *inversión*, o sea, poniendo el verbo antes del sujeto.—La negativa se hace poniendo *not* detrás del verbo en forma afirmativa.

Affirmative	Interrogative	Negative
<i>He has two friends.</i>	<i>Has he two friends?</i>	<i>He has not two friends.</i>
<i>They have a car.</i>	<i>Have they a car?</i>	<i>They have not a car.</i>

EXERCISES

a) *Answer the following questions on the Reading:*

1. How many cars have the Wilsons?
2. How many brothers has Peter?
3. How many sisters has Tom?
4. Has Harry a bicycle?
5. Has Peter a car?
6. What has Jane?
7. Mr. Wilson has a car. What colour is it?
8. How many children has Mr. Wilson?
9. Have you any brothers or sisters?
10. Has your father a car?
11. How many dogs has Mr. Wilson?
12. What have Peter's friends?

b) *Put in "am", "are", "is", "have", "has":*

- | | |
|---------------------------------|------------------------------------|
| 1. They — not teachers. | 11. The boy and the girl — here. |
| 2. — he a father? | 12. That — not your pencil. |
| 3. That boy — my school-bag. | 13. The cat — blue eyes. |
| 4. Mary — near the door. | 14. We — not in the yard. |
| 5. Yes, the cat — on that wall. | 15. He — not my brother. |
| 6. You and David — good. | 16. Roger and Paul — good friends. |
| 7. Those boys — black shoes. | 17. Yes, I — English. |
| 8. The classroom — ten windows. | 18. No, it — not his ruler. |
| 9. Yes, James — my schoolmate. | 19. A rabbit — four feet. |
| 10. Donkeys — animals. | 20. — she a teacher? |

c) *Make these sentences interrogative and negative:*

Ex.: *Is it her uniform?*

No, it isn't her uniform.

- | | |
|----------------------------|--------------------------------|
| 1. It is her uniform. | 4. Those girls have red shoes. |
| 2. Those are his trousers. | 5. This house has two doors. |
| 3. His brother has my cap. | 6. The cat is on that table. |

- | | |
|---------------------------------|-----------------------------|
| 7. That is a big house. | 10. That is a good apple. |
| 8. Your sister has black hair. | 11. Paul has a blue pencil. |
| 9. These women have long noses. | 12. Her book is closed. |

d) *Translate these sentences into English:*

- | | |
|--|-------------------------------------|
| 1. El aula tiene cinco ventanas. | 6. Un conejo tiene cuatro patas. |
| 2. ¿Tiene el profesor algunos libros? | 7. Ernesto tiene una gorra nueva. |
| 3. ¿Tiene su (de él) hermano su pluma? | 8. La casa no tiene siete ventanas. |
| 4. El tiene una estilográfica nueva. | 9. El no tiene su sombrero. |
| 5. ¿Tiene él un buen profesor? | 10. Pedro no tiene mi pluma. |

PRONUNCIATION EXERCISE

Dedicamos este ejercicio a la vocal (ə). Se trata del sonido que toman por regla general las sílabas que van inacentuadas.

Practíquense las siguientes palabras:

trousers, ruler, animal, Wilson, colour, sister, brother,
teacher, garden, kennel, daughter, father, student, seven,
picture, woman, women, exercise, open, Carter, question,
river, oxen, children.

LESSON ELEVEN

What time is it? ↘

It is **four** o'clock. ↘

Conversation



Hugh Carter: Have you a watch?

Jane Wilson: Yes, I have.

Hugh: What time is it by your watch?

Jane: It is half past eleven by my watch, but my watch is wrong.

Hugh: Oh! Isn't it right?

Jane: No. There is a clock there on the church and it is a quarter to twelve by that clock. Where is your watch? Is it in your pocket?

Hugh: Oh, yes. Here it is! It is in my coat pocket.

Jane: What time is it by your watch?

Hugh: It is also a quarter to twelve by my watch. Your watch is wrong.
Jane: And that clock and watch are right.
Hugh: Your watch is generally wrong.
Jane: Yes. My watch is always fast.
Hugh: No. It isn't always fast.
Jane: You are right. My watch is a quarter of an hour slow, but it is generally fast.

NEW WORDS

<i>eleven</i>	[i'levn]	<i>minute</i>	[ˈminɪt]
<i>time</i>	[taɪm]	<i>to</i>	[tu/tə]
<i>o'clock</i>	[ə'klok]	<i>master</i>	[ˈma:stə(r)]
<i>watch</i>	[wɒtʃ]	<i>tiger</i>	[ˈtaɪgə(r)]
<i>by</i>	[baɪ]	<i>hero</i>	[ˈhɪərəʊ]
<i>half</i>	[ha:f]	<i>heir</i>	[eə(r)]
<i>past</i>	[pa:st]	<i>king</i>	[kɪŋ]
<i>clock</i>	[klok]	<i>waiter</i>	[ˈweɪtə(r)]
<i>quarter</i>	[ˈkwɔ:tə(r)]	<i>nephew</i>	[ˈnevju:]
<i>twelve</i>	[twelv]	<i>duke</i>	[dju:k]
<i>generally</i>	[ˈdʒənərəli]	<i>god</i>	[ɡɒd]
<i>always</i>	[ˈo:lwɪz]	<i>actor</i>	[ˈaktə(r)]
<i>fast</i>	[fa:st]	<i>cigarette</i>	[sɪgə'ret]
<i>slow</i>	[sləʊ]		

Cardinal Numbers

From one to two hundred:

1. one	[wʌn]	11. eleven	[i'levn]
2. two	[tu:]	12. twelve	[twelv]
3. three	[θri:]	13. thirteen	[ˈθɜ:'ti:n]
4. four	[fo:(r)]	14. fourteen	[ˈfo:'ti:n]
5. five	[faɪv]	15. fifteen	[ˈfɪf'ti:n]
6. six	[sɪks]	16. sixteen	[ˈsɪks'ti:n]
7. seven	[ˈsevn]	17. seventeen	[ˈsevn'ti:n]
8. eight	[eɪt]	18. eighteen	[ˈeɪ'ti:n]
9. nine	[naɪn]	19. nineteen	[ˈnaɪn'ti:n]
10. ten	[ten]	20. twenty	[ˈtwenti]

21. twenty-one	['twenti'wan]	40. forty	['fo:ti]
22. twenty-two	['twenti'tu:]	50. fifty	['fifti]
23. twenty-three	['twenti'θri:]	60. sixty	['siksiti]
24. twenty-four	['twenti'fo:(r)]	70. seventy	['sevnti]
25. twenty-five	['twenti'faiv]	80. eighty	['eiti]
26. twenty-six	['twenti'siks]	90. ninety	['nainti]
27. twenty-seven	['twenti'sevn]	100. a, one hundred	[ə 'wan 'hʌndrəd]
28. twenty-eight	['twenti'eit]	200. two hundred	[tu: 'hʌndrəd]
29. twenty-nine	['twenti 'nain]		
30. thirty	['θə:ti]		

GRAMMATICAL EXPLANATIONS

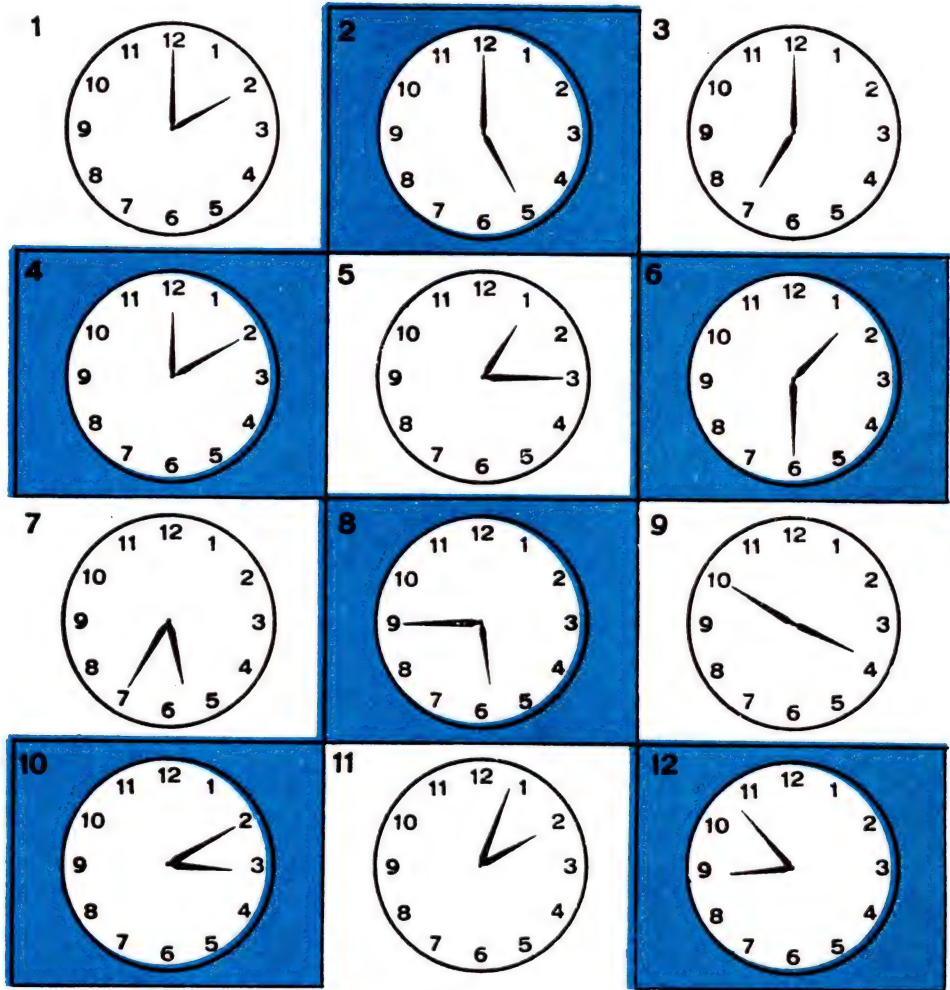
Formación del femenino (continuación):

Caso 2.º *Por medio de sufijos (ess; ine).* Obsérvense las alteraciones en las palabras marcadas con * al tomar el sufijo.

<i>waiter</i>	['weɪtə(r)]	camarero, mesonero	<i>waitress</i>	['weɪtrɪs]	camarera, mesonera
<i>master</i>	['ma:stə(r)]	amo	<i>mistress</i>	['mɪstrɪs]	ama
<i>abbot</i>	['abət]	abad	* <i>abbess</i>	['abis]	abadesa
<i>prince</i>	[prɪns]	príncipe	<i>princess</i>	[prɪn'ses]	princesa
<i>actor</i>	['aktə(r)]	actor	* <i>actress</i>	['aktrɪs]	actriz
<i>poet</i>	['pəʊɪt]	poeta	<i>poetess</i>	['pəʊɪtɪs]	poetisa
<i>god</i>	[gɒd]	dios	<i>goddess</i>	['gɒdɪs]	diosa
<i>duke</i>	[dju:k]	duque	* <i>duchess</i>	['dʌtʃɪs]	duquesa
<i>heir</i>	[eə(r)]	heredero	<i>heiress</i>	['eərɪs]	heredera
<i>shepherd</i>	['ʃepəd]	pastor	<i>shepherdess</i>	['ʃepədɪs]	pastora
<i>Jew</i>	[dʒu:]	judío	<i>Jewess</i>	['dʒu:ɪs]	judía
<i>host</i>	[həʊst]	anfitrión	<i>hostess</i>	['həʊstɪs]	anfitriona
<i>priest</i>	[pri:st]	sacerdote	<i>priestess</i>	['pri:stɪs]	sacerdotisa
<i>hero</i>	['hɪərəʊ]	heroe	<i>heroine</i>	['herəʊɪn]	heroína
<i>lion</i>	['laɪən]	león	<i>lioness</i>	['laɪənɪs]	leona
<i>tiger</i>	['taɪgə(r)]	tigre	* <i>tigress</i>	['taɪgrɪs]	tigre hembra

The Time

What time is it?



- | | | |
|--|----------------------------------|----------------------------------|
| 1.—It is two o'clock. | 2.—It is five o'clock. | 3.—It is seven o'clock. |
| 4.—It is ten (minutes) PAST twelve. | 5.—It is a quarter PAST one. | 6.—It is half PAST one. |
| 7.—It is twenty-five (minutes) TO six. | 8.—It is a quarter TO six. | 9.—It is ten (minutes) TO four. |
| 10.—It is eleven minutes PAST three. | 11.—It is four minutes PAST two. | 12.—It is seven minutes TO nine. |

EXERCISES

a) *Answer the following questions on the Reading:*

- | | |
|--|------------------------------------|
| 1. Jane has a watch. What time is it by her watch? | 7. What time is it by his watch? |
| 2. Is her watch right? | 8. Is his watch right? |
| 3. Where is the clock? | 9. Have you a watch? |
| 4. What time is it by the clock? | 10. What time is it by your watch? |
| 5. Is the church clock right? | 11. Is Jane's watch always fast? |
| 6. Hugh has a watch. Where is it? | 12. How slow is Jane's watch? |

b) *Translate these sentences into English:*

- | | |
|------------------------------------|--------------------------------|
| 1. Son mis cuadernos. | 11. Estas son plumas. |
| 2. Es una manzana grande. | 12. Este es mi libro. |
| 3. ¿Es ésa mi regla? | 13. Estos son mis amigos. |
| 4. Sí, es mi sombrero. | 14. ¿Es este borrador bueno? |
| 5. ¿Eres un alumno? | 15. Aquella casa es grande. |
| 6. Sí, es bueno. | 16. Esto está bien. |
| 7. La clase es grande. | 17. Aquello está mal. |
| 8. Estos muchachos son altos. | 18. Estos zapatos son buenos. |
| 9. Estas muchachas son mis amigas. | 19. Este río es grande. |
| 10. Aquéllos no son mis libros. | 20. Aquella casa está abierta. |

c) *Say these numbers.—Then write them in full:*

2	3	4	5	6	7	8	9	10	11
12	14	16	18	20	22	24	26	28	30
13	15	17	19	21	23	25	27	29	31
32	34	36	38	40	42	44	46	48	50
33	35	37	39	41	43	45	47	49	51
52	54	56	58	60	70	80	90	100	200

d) *Say these time expressions in English and write them in your copy-book:*

1.00	1.20	1.30	7.10	2.15
4.35	6.40	3.00	9.05	8.20
5.20	11.15	12.20	10.07	6.10
9.50	3.25	5.55	12.30	2.45
3.15	4.30	10.45	6.20	7.40
8.14	6.42	11.57	1.18	2.24

e) *Make these sentences plural:*

Ex.: *There are ten (some) boys in the classroom.*

- | | |
|-------------------------------------|-------------------------|
| 1. There is a boy in the classroom. | 6. His wife has a loaf. |
| 2. This is a woman. | 7. Has he a big box? |
| 3. The man has a hat. | 8. Is this a mouse? |
| 4. The woman has a potato. | 9. Is his foot big? |
| 5. The farmer hasn't a cigarette. | 10. This is an ox. |

f) *Give the feminine of these nouns:*

- | | | |
|-----------|-----------|-----------|
| 1. master | 5. king | 9. cock |
| 2. tiger | 6. waiter | 10. god |
| 3. hero | 7. nephew | 11. Mr. |
| 4. heir | 8. duke | 12. actor |

PRONUNCIATION EXERCISE

La unión de las palabras es de gran importancia en inglés. Díganse las frases siguientes sin hacer pausa entre las sílabas que se indican unidas:

1. Has-he-a hat?
2. I haven't-a cigarette.
3. This-is-a pen.
4. She-has-a loaf.
5. There-is-a-girl in-the-classroom.
6. What-time-is-it by-the-clock?
7. It-is seven-o'clock.
8. It-is-a quarter-past-one.
9. Your-watch is-always-fast.
10. His-watch is-wrong.

LESSON TWELVE

Are there **any books** on the **table**? ↗

Yes, there are some **books** on the **table**. ↘

No, there **aren't** any **books** on the **table**. ↘

Conversation



Hugh: Have you a lot of students, Mr. Ley?

Mr. Ley: Yes, I have a lot.

Jane: How many have you?

Mr. Ley: I have forty in my English class.

Jane: That is a lot. What time is their English class?

Mr. Ley: It is at ten o'clock.

Hugh: Have your students a lot of books?

Mr. Ley: Yes, they have a lot of books but they haven't many English books. Have you a watch?

Hugh: Yes, I have.

Mr. Ley: What time is it by your watch?

Hugh: It is two minutes to ten by my watch.

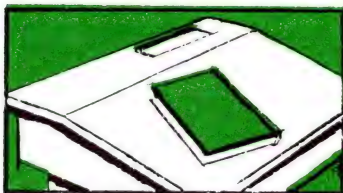
Mr. Ley: Oh! The English class is at ten o'clock. Good-bye!

Jane and Hugh: Good-bye!

NEW WORDS

<i>plate</i>	[pleit]	<i>bottle</i>	['botl]
<i>salesman</i>	['seilzmən]	<i>bell</i>	[bel]
<i>she-bear</i>	['ʃi: 'beə(r)]	<i>telephone</i>	['telifəʊn]
<i>priest</i>	[pri:st]	<i>flower</i>	['flaʊə(r)]
<i>sir</i>	[sə:(r)]	<i>a piece of chalk</i>	[ə'pi:s əv 'tʃɔ:k]
<i>wizard</i>	['wizəd]	<i>library</i>	['laibrəri]
<i>host</i>	[həʊst]	<i>dust</i>	[dʌst]
<i>poet</i>	['pəuit]	<i>hole</i>	[həʊl]
<i>tom-cat</i>	['tɒm 'kæt]	<i>wine</i>	[wain]
<i>male-nurse</i>	['meil 'nɜ:s]	<i>biscuits</i>	['biskits]
<i>milk</i>	[milk]		

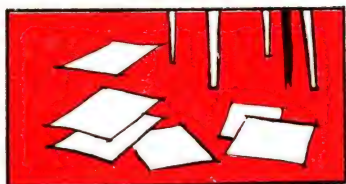
THERE IS = THERE'S; THERE ARE



There is a book on this desk.

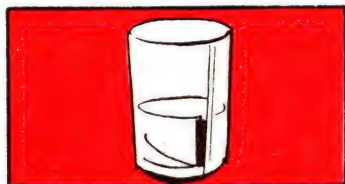
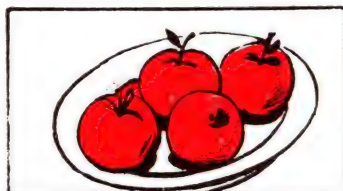
There is a hat on that chair.





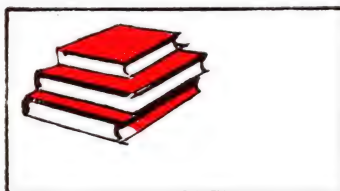
There is a lot of paper on the floor.

There are four apples on that plate.



There is some water in the glass.

There are some books there.



GRAMMATICAL EXPLANATIONS

Obsérvense las siguientes igualdades:

some = *any*

not any = *no*

not a = *no*

También "*a lot of*" sustituye, generalmente, a "*much*" y "*many*" en las oraciones afirmativas e interrogativas. Igualmente, "*any*" sustituye a "*some*" en las interrogativas y negativas.

Formación del femenino (continuación):

Caso 3.º Usando prefijos:

<i>boy-friend</i>	['boi frend]	amigo	<i>girl-friend</i>	['gə:l frend]	amiga
<i>man-teacher</i>	['man 'ti:tʃə(r)]	profesor	<i>woman-teacher</i>	['wumən 'ti:tʃə(r)]	profesora
<i>male-singer</i>	['meil 'sɪŋə(r)]	cantor	<i>woman-singer</i>	['wumən 'sɪŋə(r)]	cantante
<i>man-servant</i>	['man 'sə:vənt]	sirviente	<i>maid-servant</i>	['meid 'sə:vənt]	sirvienta
<i>male-nurse</i>	['meil 'nɜ:s]	enfermero	<i>nurse</i>	[nɜ:s]	enfermera
<i>landlord</i>	['landlɔ:d]	patrón	<i>landlady</i>	['lændleɪdi]	patrona
<i>doctor</i>	['dɒktə(r)]	doctor (médico)	<i>lady-doctor</i>	['leɪdi 'dɒktə(r)]	doctora
<i>tom-cat</i>	['tɒm 'kæt]	gato	<i>she-cat</i>	['ʃi: 'kæt]	gata
<i>he-goat</i>	['hi: 'gəʊt]	macho cabrío	<i>she-goat</i>	['ʃi: 'gəʊt]	cabra

EXERCISES

a) Answer the following questions:

- Are there a lot of students in this class?
- How many students are there?
- Have you a lot of English books?
- What time is your English class?
- Have you a lot of friends?
- What time is it by your watch?
- Is there a clock in your classroom?
- Are there a lot of desks in your classroom?
- Are there a lot of pictures in your classroom?
- How many windows are there in your classroom?

b) Give the feminine of these nouns:

- salesman.
- she-bear.
- drake.
- bull.
- priest.
- sir.
- wizard.
- host.
- poet.
- tom-cat.
- male-nurse.
- boy-friend.

c) *Answer these questions:*

Ex.: Is there a boy here?

Yes, there's a boy here.

No, there isn't a boy here.

Are there four books there?

Yes, there are four books there?

No, there aren't four books there

- | | |
|---|--|
| 1. Is there any milk in the glass? | 12. Is there a man in the room? |
| 2. Are there a lot of boys in the yard? | 13. Are there many flowers in the park? |
| 3. Is there any milk in the bottle? | 14. Is there a picture on the wall. |
| 4. Are there eight rooms in the house? | 15. Are there any trees in your garden? |
| 5. Are there six men in the street? | 16. Are there ninety words on this page? |
| 6. Is there a clock in the classroom? | 17. Are there thirty desks in the classroom? |
| 7. Are there many exercises in this lesson? | 18. Is there a piece of chalk here? |
| 8. Is there a bell on that table? | 19. Are there many books in a library? |
| 9. Is there a telephone in this room? | 20. Is there a car in the house? |
| 10. Is there a girl in that picture? | |
| 11. Is there a bottle on the desk? | |

d) *Put in "is" or "are":*

- | | |
|---------------------------------------|--|
| 1. There — a lot of dust on the desk. | 6. — there much wine in the bottle? |
| 2. There — some ink in the bottle. | 7. There — some biscuits in the plate. |
| 3. There — twelve pupils here. | 8. There — a boy in the picture. |
| 4. There — a hole in your shoe. | 9. There — a lot of cars there. |
| 5. There — some pens in that box. | 10. There — forty desks in that classroom. |

PRONUNCIATION EXERCISE

Los sonidos *p, t, k*, en sílaba inicial o final, se dicen con una corriente de aire que acompaña al sonido y que es capaz de apagar una cerilla o fósforo a unos diez centímetros de distancia. Practíquense las siguientes palabras:

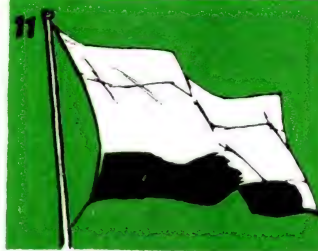
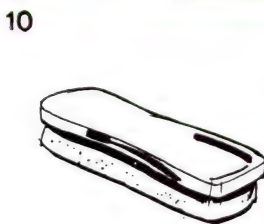
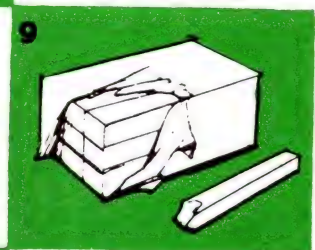
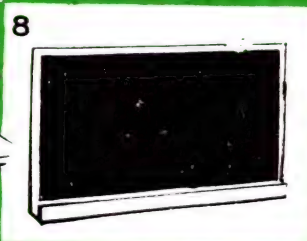
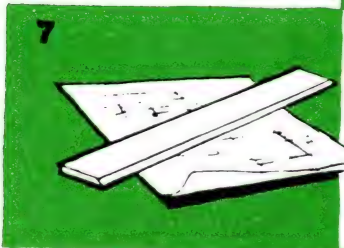
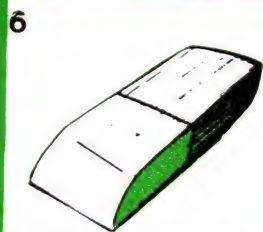
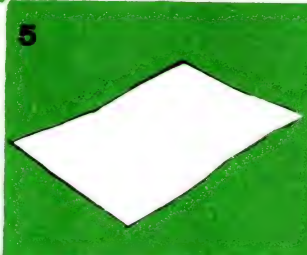
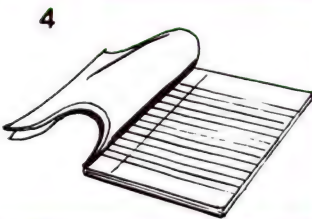
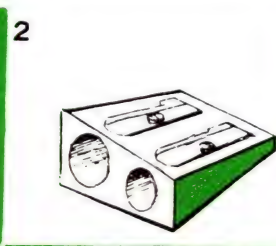
- (p) pen, pocket, park, past, poet, prince.
- (t) time, table, telephone, tree, tom-cat, ten, two.
- (k) coat, quarter, count, o'clock, cock.

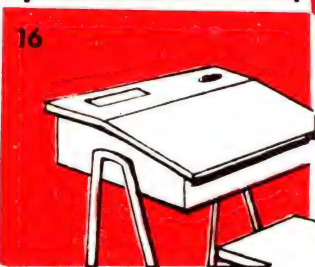
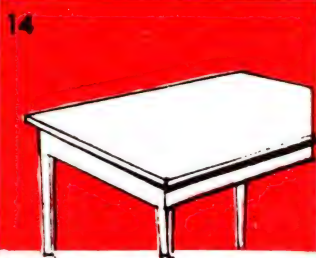
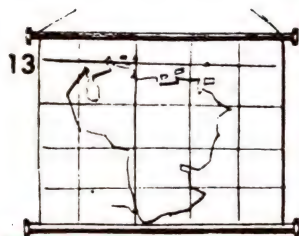
LESSON THIRTEEN

What is number ... ? ↘

It is a ... —. ↘

Things in the Classroom





- | | | | |
|---------------------|------------------------|---------------|------------|
| 1. fountain-pen | [ˈfauntənpen] | 11. flag | [flag] |
| 2. pencil-sharpener | [ˈpenslˈʃa:pənə(r)] | 12. pictures | [ˈpiktʃəz] |
| 3. exercise-book | [ˈeksəsaɪzbuk] | 13. map | [map] |
| 4. copy-book | [ˈkopiɪbuk] | 14. table | [ˈteɪbl] |
| 5. sheet of paper | [ˈʃi:t əv ˈpeɪpə(r)] | 15. chair | [tʃeə(r)] |
| 6. eraser, rubber | [iˈreɪzə(r), ˈrʌbə(r)] | 16. desk | [desk] |
| 7. ruler | [ˈru:lə(r)] | 17. bench | [bentʃ] |
| 8. blackboard | [ˈblakbo:d] | 18. globe | [gləʊb] |
| 9. a piece of chalk | [əˈpi:s əv ˈtʃo:k] | 19. clock | [klok] |
| 10. duster, eraser | [ˈdʌstə(r)] | 20. bells | [belz] |
| | | 21. book-case | [ˈbukkeɪs] |

NEW WORDS

<i>thirteen</i>	[ˈθə:ˈti:n]	<i>lady-doctor</i>	[ˈleidi ˈdɒktə(r)]
<i>number</i>	[ˈnʌmbə(r)]	<i>waitress</i>	[ˈweɪtrɪs]
<i>thing</i>	[θɪŋ]	<i>aunt</i>	[a:nt]
<i>happy</i>	[ˈhæpi]	<i>maid-servant</i>	[ˈmeɪd ˈsə:vənt]
<i>tigress</i>	[ˈtaɪgrɪs]	<i>she-cat</i>	[ˈʃi: ˈkæt]
<i>heroine</i>	[ˈherəʊɪn]		

EXERCISES

a) *Answer the following questions:*

- | | |
|--------------------|---------------------|
| 1. What is No. 21? | 6. What is No. 1? |
| 2. What is No. 11? | 7. What is No. 2? |
| 3. What is No. 13? | 8. What is No. 3? |
| 4. What is No. 10? | 9. What is No. 8? |
| 5. What is No. 5? | 10. What is No. 16? |

b) *Answer the following questions:*

- | | |
|-------------------------------|-----------------------|
| 1. Is No. 1 a fountain-pen? | 6. Is No. 9 a duster? |
| 2. Is No. 3 an exercise-book? | 7. Is No. 13 a chair? |
| 3. Is No. 8 an eraser? | 8. Is No. 21 a bell? |
| 4. Is No. 10 a brush? | 9. Is No. 19 a globe? |
| 5. Is No. 13 a table? | 10. Is No. 5 a map? |

c) *In place of the words in italics put the corresponding personal pronouns:*

Ex.: *He* is in the classroom.

- | | |
|--|---|
| 1. <i>Mr. Ley</i> is in the classroom. | 6. <i>John and I</i> are happy. |
| 2. <i>Tom and Peter</i> are there. | 7. <i>Hugh and Paul</i> have a big car. |
| 3. <i>The book</i> is on the floor. | 8. <i>Jane</i> has a fountain-pen. |
| 4. <i>The books</i> are not on the desk. | 9. <i>Tom and Jane</i> have cigarettes. |
| 5. <i>Mary</i> is a pretty girl. | 10. Has <i>Mr. Ley</i> 20 students? |

d) *Give the masculine of these nouns:*

- | | |
|-----------------|-------------------|
| 1. lady. | 10. nun. |
| 2. mother. | 11. aunt. |
| 3. princess. | 12. daughter. |
| 4. tigress. | 13. female. |
| 5. heroine. | 14. queen. |
| 6. lady-doctor. | 15. wife. |
| 7. mistress. | 16. niece. |
| 8. waitress. | 17. maid-servant. |
| 9. bitch. | 18. she-cat. |

PRONUNCIATION EXERCISE

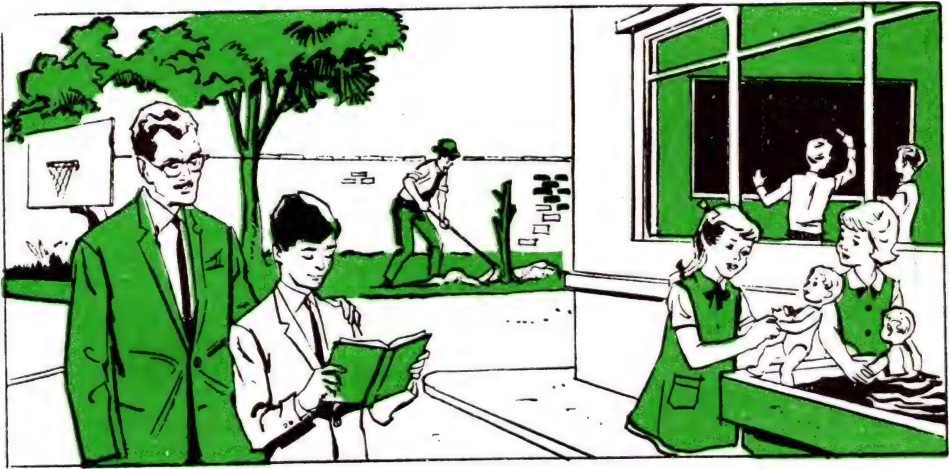
Es de gran utilidad hacer una recopilación de palabras de acuerdo con sus sonidos. He aquí un ejercicio para practicar sobre palabras que han aparecido hasta ahora:

- (i:) queen, niece, three, tree, teacher, he, she, piece, *eighteen*, *nineteen*, female.
- (i) in, is, it, ink, thirty, ninety, prince, forty, pocket, always, six, *eleven*, *minute*.
- (e) friend, pen, ten, yes, *eleven*, bell, desk, cigarette, pencil, seven.
- (a) that, and, have, hat, map, has, flag.
- (a:) half (*l muda*), fast, past, car, *classroom*, *aunt*.

LESSON FOURTEEN

What are you doing? \\
I'm looking at my book. \\

Conversation



- Mr. Ley: John, what are you doing?
John: I'm looking at my book. It is my English book.
Mr. Ley: What lesson are you studying?
John: I'm studying lesson eleven. I am learning the English verbs.
Mr. Ley: What is Tom doing?
John: Tom is erasing the blackboard and Peter is helping Tom.
Mr. Ley: What are Mary and Ann doing?
John: They are playing in the yard. Mary is washing a doll. Ann is talking to Mary and Mary is listening to Ann.
Mr. Ley: Is Mr. Green walking in the garden?
John: No, he isn't. He isn't walking. He is working. He is digging up a tree.

NEW WORDS

<i>fourteen</i>	[ˈfo:ˈti:n]
<i>to do</i>	[du:]
<i>to look at</i>	[ˈluk at]
<i>to study</i>	[ˈstʌdi]
<i>to learn</i>	[lə:n]
<i>verb</i>	[və:b]
<i>to erase</i>	[iˈreiz]
<i>to help</i>	[help]
<i>to play</i>	[plei]
<i>to wash</i>	[wɒʃ]
<i>doll</i>	[dɒl]
<i>to talk</i>	[to:k]
<i>to listen</i>	[ˈlisən]
<i>to work</i>	[wɜ:k]
<i>to dig up</i>	[ˈdig ˈʌp]

<i>to plant</i>	[pla:nt]
<i>-ing</i>	[-iŋ]
<i>piano</i>	[ˈpjənəu]
<i>to walk</i>	[wɔ:k]
<i>to open</i>	[ˈəupən]
<i>French</i>	[frentʃ]
<i>homework</i>	[ˈhəumwɜ:k]
<i>newspaper</i>	[ˈnju:speipə(r)]
<i>to live</i>	[liv]
<i>place</i>	[pleis]
<i>news</i>	[nju:z]
<i>to correspond</i>	[kɒrisˈpɒnd]
<i>hut</i>	[hʌt]

— ING

What *is* that boy *doing*?
He *is studying* his lessons.



What *are* these girls *doing*?
They *are playing* the piano.

What *is* that man *doing*?
He *is working*.





What are these boys doing?
They are washing their hands.



What is that cat doing?
It is walking.



What are these girls doing?
They are talking.



What is John doing?
He is erasing the blackboard.



What is Mary doing?
She is opening the window.



What is the man doing?
He is planting a tree.



What are they doing?

They are walking in the street.

GRAMMATICAL EXPLANATIONS

El infinitivo.—El infinitivo de todo verbo inglés generalmente va acompañado de la preposición “to”. Así: *to be*, *to have*, *to walk*.

El presente.—El presente de todo verbo inglés, salvo algunas excepciones que ya veremos, es igual al infinitivo sin “to” del verbo: *be* (am, are, is), *have* (has). En la tercera persona del singular se añade *s*, así: *I walk*, yo ando; *he walks*, él anda.

El gerundio.—El gerundio en inglés no es sino el presente del verbo más la terminación “ing”. El gerundio se forma, pues, añadiendo la terminación “ing” al presente del verbo, es decir, *al infinitivo sin “to”*.

Si el verbo acaba en “e” no tónica, esa “e” se quita y se añade “ing”:

Infinitivo

to live = *vivir*
to open = *abrir*

Gerundio

living = *viviendo*
opening = *abriendo*

En el verbo *to be* la “e” es tónica y, por lo tanto, no se pierde al tomar el sufijo “ing”:

Infinitivo

to be = *ser o estar*

Gerundio

being = *siendo, estando*

OBSERVACIÓN.—Todas las oraciones anteriores de este capítulo están en el tiempo verbal “*Simple Present Continuous o Progressive*”. Es éste el tiempo que usamos en inglés para denotar una acción que se está verificando en ese momento, o sea, en el instante en que se habla.

Los *tiempos progresivos o continuos*, en inglés, se forman añadiendo a los diferentes tiempos del verbo "*to be*" el *gerundio del verbo principal*, es decir, el gerundio del verbo que se conjuga.

El *Present Continuous or Progressive* es un tiempo compuesto, y todos los tiempos compuestos, en inglés, se interrogan y niegan como los tiempos simples de los verbos "*to have*" y "*to be*".

La interrogativa es por *inversión*, o sea, poniendo el *verbo auxiliar* antes del sujeto.

La forma negativa se hace poniendo *not* detrás del *verbo auxiliar* de la forma afirmativa.

He aquí el verbo "*to work*" = *trabajar*, conjugado en todas las personas y en las formas afirmativa, interrogativa y negativa:

Affirmative	Interrogative	Negative
<i>I am working</i>	<i>am I working?</i>	<i>I am not working</i>
<i>you are working</i>	<i>are you working?</i>	<i>you are not working</i>
<i>he</i>	<i>he</i>	<i>he</i>
<i>she</i>	<i>is she</i>	<i>she</i>
<i>it</i>	<i>it</i>	<i>it</i>
} <i>is working</i>	} <i>working?</i>	} <i>is not working</i>
<i>we are working</i>	<i>are we working?</i>	<i>we are not working</i>
<i>you are working</i>	<i>are you working?</i>	<i>you are not working</i>
<i>they are working</i>	<i>are they working?</i>	<i>they are not working</i>

Al contestar con *Yes* o *No* a una pregunta empleando el gerundio, se suele usar el pronombre y el verbo auxiliar solamente. Así, a la pregunta:

Are you working? = ¿Está usted trabajando?

se contesta:

Yes, I am o *No I'm not.*

EXERCISES

a) *Answer the following questions:*

- | | |
|--|--|
| 1. What are you doing now? | 6. Is she playing the piano? |
| 2. Are you learning French? | 7. What are Mr. Ley and John doing? |
| 3. Are you doing your homework? | 8. Is Peter helping Mary? |
| 4. Is your teacher looking at a newspaper? | 9. Is Tom washing his hands? |
| 5. Have you a sister? | 10. Are you listening to your teacher? |

b) *Answer the following questions affirmatively and negatively:*

Ex.: Is Peter living with his father?

Yes, Peter is living with his father.

No, Peter isn't living with his father.

- | | |
|------------------------------------|--------------------------------------|
| 1. Are you studying your lesson? | 9. Is Ruth washing her dress? |
| 2. Is Mary opening the window? | 10. Are they walking in the garden? |
| 3. Are you looking at my homework? | 11. Is David playing with Tom? |
| 4. Is the man working here? | 12. Is Andrew doing his homework? |
| 5. Are the women talking? | 13. Are they helping the poor woman? |
| 6. Is he listening to the news? | 14. Are the men planting trees? |
| 7. Are they learning English now? | 15. Are you living in Caracas now? |
| 8. Is Jane erasing the blackboard? | |

c) *Put in the missing possessive that corresponds to the subject of the sentence:*

- | | |
|--|-----------------------------------|
| 1. William is with — friends in — house. | 6. Yes, the dog is in — kennel. |
| 2. We are in — class. | 7. Andrew and Paul are in — room. |
| 3. The eraser is in — place. | 8. I am with — friend David. |
| 4. This man is in — car. | 9. The dogs are in — kennel. |
| 5. You and Mary are in — garden. | 10. Henry and I are in — desks. |

d) *Put in the missing prepositions:*

- | | |
|----------------------------------|----------------------------------|
| 1. Mr. Carter is — the country. | 6. What time is it — your watch? |
| 2. The donkeys are — the bridge. | 7. It is — my coat pocket. |
| 3. He has a rake — his hand. | 8. It is ten minutes — four. |
| 4. They have a lot — friends. | 9. My class is — four o'clock. |
| 5. He is — his car. | 10. The book is — the table. |

PRONUNCIATION EXERCISE

Como continuación a nuestro catálogo de palabras, clasificadas por sonidos para practicar, ofrecemos las siguientes:

- (o) pocket, clock, lot, donkey, copy-book, Tom, what, on, watch, bottle, box.
- (o:) four, fourteen, forty, blackboard, floor, always, daughter, water, chalk (l muda), your, walk (l muda).
- (u) book, good-bye, room.
- (u:) two, ruler, shoe,
- (ʌ) country, duster, brush, mother, nun, dust, much.

LESSON FIFTEEN

Mr. Ley lives near the school.

Reading



It is the morning break. The students are playing in the school-yard. It is a fine day. It is not raining. Jill and Nan are playing with a doll. Jill is dressing the doll and Nan is looking at Jill. Nan is talking and Jill is listening to Nan. Mary is watching the two girls. Peter is calling Tom. He is asking Tom the time. Jill is now kissing the doll. Robin and John are walking, they are talking. Mr. Ley is in the school. He is working and he is watching his students. Mr. Ley lives in a nice house near the school. He has forty students. He talks to the students and they listen. They study English. He asks questions and the students answer. He helps his students. They open their books and study. They play from half-past ten to eleven. They are playing now.

NEW WORDS

<i>morning</i>	[ˈmoːniŋ]	<i>to ask</i>	[aːsk]
<i>break</i>	[breɪk]	<i>now</i>	[naʊ]
<i>school-yard</i>	[ˈskuːljɑːd]	<i>to kiss</i>	[kɪs]
<i>fine</i>	[faɪn]	<i>to rain</i>	[reɪn]
<i>to watch</i>	[wɒtʃ]	<i>to add</i>	[əd]
<i>to call</i>	[kɔːl]		

GRAMMATICAL EXPLANATIONS

Verbo regular en inglés.—Verbo regular en inglés es aquel que para formar sus *tiempos pasados y participio*, lo hace añadiendo la terminación “*d*” o “*ed*” al presente.

Cuando el verbo acaba en “*e*”, se añade una “*d*” solamente.

Cuando el verbo acaba en cualquiera otra letra, se le añade “*ed*”. Así:

<i>yo vivo</i> I live	<i>yo vivía o viví</i> I liveD	<i>yo he vivido</i> I have liveD
<i>yo llamo</i> I call	<i>yo llamaba o llamé</i> I callED	<i>yo he llamado</i> I have callED

He aquí la lista de los verbos *regulares* que han aparecido hasta ahora en el libro:

Present		Past		Past Participle
<i>add</i>	[əd]	<i>added</i>	[ˈədɪd]	<i>added</i>
<i>ask</i>	[aːsk]	<i>asked</i>	[aːskt]	<i>asked</i>
<i>call</i>	[kɔːl]	<i>called</i>	[kɔːld]	<i>called</i>
<i>dress</i>	[dres]	<i>dressed</i>	[drest]	<i>dressed</i>
<i>erase</i>	[ɪˈreɪz]	<i>erased</i>	[ɪˈreɪzd]	<i>erased</i>
<i>help</i>	[help]	<i>helped</i>	[helpt]	<i>helped</i>
<i>kiss</i>	[kɪs]	<i>kissed</i>	[kɪst]	<i>kissed</i>
<i>live</i>	[lɪv]	<i>lived</i>	[lɪvd]	<i>lived</i>

*Present**Past**Past Participle*

<i>listen</i>	[ˈlɪsən]	<i>listened</i>	[ˈlɪsənd]	<i>listened</i>
<i>look at</i>	[ˈlʊk at]	<i>looked at</i>	[ˈlʊkt at]	<i>looked at</i>
<i>open</i>	[ˈəʊpən]	<i>opened</i>	[ˈəʊpənd]	<i>opened</i>
<i>plant</i>	[plɑːnt]	<i>planted</i>	[ˈplɑːntɪd]	<i>planted</i>
<i>play</i>	[pleɪ]	<i>played</i>	[pleɪd]	<i>played</i>
<i>rain</i>	[reɪn]	<i>rained</i>	[reɪnd]	<i>rained</i>
<i>study</i>	[ˈstʌdi]	<i>studied</i>	[ˈstʌdɪd]	<i>studied</i>
<i>talk</i>	[tɔːk]	<i>talked</i>	[tɔːkt]	<i>talked</i>
<i>touch</i>	[tʌtʃ]	<i>touched</i>	[tʌtʃt]	<i>touched</i>
<i>walk</i>	[wɔːk]	<i>walked</i>	[wɔːkt]	<i>walked</i>
<i>wash</i>	[wɒʃ]	<i>washed</i>	[wɒʃt]	<i>washed</i>
<i>watch</i>	[wɒtʃ]	<i>watched</i>	[wɒtʃt]	<i>watched</i>
<i>work</i>	[wɜːk]	<i>worked</i>	[wɜːkt]	<i>worked</i>
<i>wish</i>	[wɪʃ]	<i>wished</i>	[wɪʃt]	<i>wished</i>

NOTA.—Observamos, al ver estos ejemplos, que en todo verbo regular el *pasado* y el *participio* tienen la misma forma; es decir, *son iguales*.

La pronunciación de “*ed*”, como podemos observar también, se hace de tres formas: [ɪd], cuando el verbo acaba en “*d*” o “*t*”; [d], cuando el verbo acaba en consonante o vocal sonora, y [t], cuando el verbo acaba en consonante sorda.

EXERCISES

a) *Answer the following questions:*

1. What time is it now?
2. Is it a fine day?
3. Is it raining?
4. Are you playing in the school-yard?
5. Is your teacher talking to you?
6. Is your sister playing with a doll?
7. Is Nan watching Mary?
8. Is Mary kissing the doll?
9. What are Robin and John doing?
10. What is Mr. Ley doing?

b) *Put in the missing words:*

1. There is — book — the table.
2. She has — apple — her hand.
3. Mr. Ley — working — the classroom.
4. There are — chairs — the room.

5. The girls — playing — a doll.
6. I — looking — the newspaper.
7. What time — it? It — half — ten.
8. Are there — students — the class?
9. It — a fine day. It is — raining.
10. There aren't — children — the school-yard.

c) *Write the following sentences in the contracted form:*

Ex.: *I'm doing my lesson.*

1. I am doing my lesson.
2. She is washing her hands.
3. We are calling our friends.
4. It is raining now.
5. She is not adding numbers.
6. It is not raining now.
7. We are not watching the children.
8. You are doing your homeworks.
9. They are not walking in the garden.
10. You are not playing the piano.

d) *Answer these questions affirmatively and negatively:*

Ex.: Is that your hat?

*Yes, that is (that's) my hat.
No, that is not (isn't) my hat.*

1. Are those her shoes?
2. Is this his pen?
3. Is that my book?
4. Is my pen in your pencil-box?
5. Are their copy-books in my desk?
6. Are your friends in your house?
7. Is her ruler in your pocket?
8. Are our hens in that field?
9. Is my cat in your garden?
10. Is my brother with Peter?
11. Are your sisters with Helen?
12. Is their father at home?
13. Is this your exercise?
14. Are these his friends?

PRONUNCIATION EXERCISE

a) *Practíquense las siguientes palabras de nuestro catálogo de sonidos:*

(ə:) girl, thirty, work, learn.

(ə) children, garden, eleven, seven, teacher, listen, lesson, sister, father, mother, water, kennel, daughter, duster.

b) *Compárense las siguientes palabras:*

1. work (ə:), walk (ɔ:).

2. watch (tʃ), wash (ʃ).

3. tree (t), three (θ).

4. you (ju:), your (jo:).

5. shoe (ʃ), zoo (z).

LESSON SIXTEEN

Hugh and Jane are going for a walk. ↘

Reading



Hugh and Jane are going for a walk in the park. It is in the morning. It is a fine day. It is not raining. Jane has nothing in her hand. Hugh has a dog. It is running after a cat. It is not biting the cat. There are some birds in the trees. They are singing. There are some people sitting on the benches in the park. There is an old man. He is sleeping on a bench. Two girls are playing with a girl. They are looking at the trees and they are talking. Hugh and Jane go for a walk every day. They always go for a walk in the afternoon. Yesterday they went for a walk in the morning and in the afternoon. They saw some children playing. After their walk they drank a coke. They sat on a bench and spoke to an old man. Then they went home.

NEW WORDS

<i>to go for a walk</i>	[ˈgəʊ fər ə ˈwɔ:k]	<i>in the afternoon</i>	[in ði ˈa:ftəˈnu:n]
<i>park</i>	[pa:k]	<i>yesterday</i>	[ˈjestədi]
<i>nothing</i>	[ˈnʌθɪŋ]	<i>in the morning</i>	[in ðə ˈmɔ:nɪŋ]
<i>to run</i>	[rʌn]	<i>went</i>	[went]
<i>after</i>	[ˈa:ftə(r)]	<i>saw</i>	[so:]
<i>to bite</i>	[bait]	<i>drank</i>	[draŋk]
<i>bird</i>	[bɜ:d]	<i>coke</i>	[kəʊk]
<i>to sing</i>	[sɪŋ]	<i>sat</i>	[sat]
<i>people</i>	[ˈpi:pl]	<i>spoke</i>	[spəʊk]
<i>to sit</i>	[sit]	<i>home</i>	[həʊm]
<i>to sleep</i>	[sli:p]	<i>to teach</i>	[ti:tʃ]
<i>with</i>	[wið]	<i>to tell</i>	[tel]
<i>every day</i>	[ˈevri ˈdeɪ]	<i>to draw</i>	[dro:]
<i>afternoon</i>	[ˈa:ftəˈnu:n]	<i>to stand</i>	[stand]

GRAMMATICAL EXPLANATIONS

Verbo irregular.—Verbo irregular, en inglés, es aquel que no forma sus tiempos pasados ni su participio añadiendo “d” o “ed” al presente, sino que lo hace de un modo especial: *irregularmente*.

Todo verbo irregular se suele representar en tres columnas. La primera representa al *presente*; la segunda, al *pasado*, y la tercera, al *participio*:

1. ^a columna	2. ^a columna	3. ^a columna	
<i>Present</i>	<i>Past</i>	<i>Participle</i>	Significado
shut	shut	shut	<i>cerrar</i>
say	said	said	<i>decir</i>
write	wrote	written	<i>escribir</i>

Si queremos, podemos hacer una triple clasificación de los verbos irregulares:

- 1.º Aquellos que tienen iguales sus tres tiempos, como *shut*.
- 2.º Aquellos cuyo presente es distinto del pasado y participio, siendo estos dos últimos iguales, como *say*.

3.º Aquellos, finalmente, cuyos tres tiempos: presente, pasado y participio, son diferentes entre sí, como *write*.

He aquí la lista de los verbos *irregulares* que han aparecido hasta ahora en el libro:

<i>Present</i>		<i>Past</i>		<i>Past Participle</i>	
<i>be</i> (am, are, is) [bi:, am, a:(r), iz]		<i>was, were</i> [wɒz, wə:(r)]	<i>been</i> [bi:n]		
<i>bite</i> [baɪt]		<i>bit</i> [bɪt]	<i>bitten</i> [ˈbɪtən]		
<i>catch</i> [kætʃ]		<i>caught</i> [kɔ:t]	<i>caught</i> [kɔ:t]		
<i>come</i> [kʌm]		<i>came</i> [keɪm]	<i>come</i> [kʌm]		
<i>dig</i> [dɪg]		<i>dug</i> [dʌg]	<i>dug</i> [dʌg]		
<i>do</i> [du:]		<i>did</i> [dɪd]	<i>done</i> [dʌn]		
<i>draw</i> [drɔ:]		<i>drew</i> [dru:]	<i>drawn</i> [drɔ:n]		
<i>drink</i> [drɪŋk]		<i>drank</i> [drʌŋk]	<i>drunk</i> [drʌŋk]		
<i>eat</i> [i:t]		<i>ate</i> [et]	<i>eaten</i> [ˈi:tən]		
<i>go</i> [gəʊ]		<i>went</i> [went]	<i>gone</i> [ɡɒn]		
<i>have, has</i> [hʌv, hʌz]		<i>had</i> [hʌd]	<i>had</i> [hʌd]		
<i>know</i> [nəʊ]		<i>knew</i> [nju:]	<i>known</i> [nəʊn]		
<i>learn</i> [lə:n]		<i>learnt</i> [lə:nt]	<i>learnt</i> [lə:nt]		
<i>make</i> [meɪk]		<i>made</i> [meɪd]	<i>made</i> [meɪd]		
<i>put</i> [put]		<i>put</i> [put]	<i>put</i> [put]		
<i>read</i> [ri:d]		<i>read</i> [red]	<i>read</i> [red]		
<i>run</i> [rʌn]		<i>ran</i> [rʌn]	<i>run</i> [rʌn]		
<i>shut</i> [ʃʌt]		<i>shut</i> [ʃʌt]	<i>shut</i> [ʃʌt]		
<i>see</i> [si:]		<i>saw</i> [so:]	<i>seen</i> [si:n]		
<i>sing</i> [sɪŋ]		<i>sang</i> [sʌŋ]	<i>sung</i> [sʌŋ]		
<i>sit</i> [sɪt]		<i>sat</i> [sʌt]	<i>sat</i> [sʌt]		
<i>sleep</i> [sli:p]		<i>slept</i> [slept]	<i>slept</i> [slept]		
<i>speak</i> [spi:k]		<i>spoke</i> [spəʊk]	<i>spoken</i> [ˈspəʊkən]		
<i>stand</i> [stænd]		<i>stood</i> [stud]	<i>stood</i> [stud]		
<i>take</i> [teɪk]		<i>took</i> [tuk]	<i>taken</i> [ˈteɪkən]		
<i>teach</i> [ti:tʃ]		<i>taught</i> [to:t]	<i>taught</i> [to:t]		
<i>write</i> [raɪt]		<i>wrote</i> [rəʊt]	<i>written</i> [ˈrɪtən]		

NOTA.—Para conjugar un verbo regular en inglés nos basta sólo con saber el presente; pero para conjugar un verbo *irregular*, tenemos que conocer, forzosamente, sus tres tiempos.

En inglés hay unos 220 verbos irregulares, pero los más usuales no pasan de 150.

EXERCISES

a) *Answer the following questions:*

1. Is there a park near your home?
2. Have you a garden?
3. Are there any trees in the street?
4. Are there any birds in the trees?
5. Is your friend coming to your home?
6. Are you drinking a glass of water?
7. Is the teacher drawing on the blackboard?
8. Are the students singing in the class?
9. Is the teacher reading a newspaper?
10. What are you doing now?

b) *Put in the verb in brackets into the Present Continuous tense:*

Ex.: Henry *is doing* his homework.

1. Henry (do) his homework.
2. That girl (read) her lesson.
3. They (not work) here now.
4. Mary (teach) this boy English.
5. It (rain) in that place.
6. Richard (tell) the story.
7. The men (live) in this city.
8. James (study) in his room.
9. Helen (play) the piano.
10. What they (draw) now?
11. No, I (not call) my sister.
12. She (erase) the blackboard?
13. The boy (not write) his name.
14. The cat (sleep) on my chair?
15. The children (go) to the park.
16. The pupils (ask) questions.

c) *Translate these sentences into English:*

1. Sí, está lloviendo.
2. María está haciendo su tarea.
3. El está abriendo la puerta.
4. Pablo y Jaime están sentados en su sitio.
5. Ella no está paseando en el parque.
6. ¿Qué estás haciendo ahora?
7. La muchacha está estudiando francés.
8. El niño está de pie en la silla.
9. Elena está escribiendo en el jardín.
10. Estamos dibujando un gato.

d) *Put in the missing prepositions in the following sentences:*

1. I am looking — the teacher.
2. The dog is running — a cat.
3. Jane has nothing — her hand.
4. Hugh and Jane are going — a walk — the park.
5. There is a boy walking — a girl.
6. There is an old man sleeping — a bench.
7. There are some birds — that tree.
8. Is he drinking a glass — water?
9. The teacher is drawing — the blackboard.
10. There are twenty students — the class.

PRONUNCIATION EXERCISE

Practíquense las frases siguientes, haciendo la diferencia entre:

1. He could (u).
2. He cut (ʌ).
3. He should (u).
4. He shut (ʌ).
5. She washed it (wɒʃtɪt).
6. She watched it (wɒʃtɪt).
7. They did it (ɪt).
8. They did eat (i:t).
9. Eats (i:).
10. It's (i).
11. He walked in the garden (wɔ:kt).
12. He worked in the garden (wə:kt).

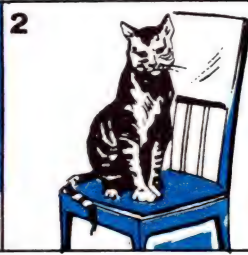
LESSON SEVENTEEN

She is sitting at the table. ↘

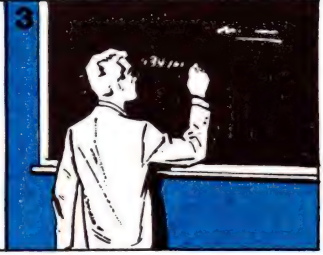
Prepositions



She is sitting **AT** the table



This cat is **ON** the chair



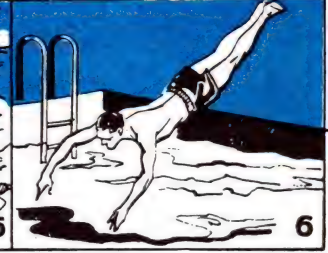
He is writing **WITH** a piece of chalk



He is going **TO** the river



She is coming **FROM** the river



He is diving **INTO** the water



She is **NEAR** the window



Caracas isn't very **FAR** **FROM** Bogotá



The cat is climbing **UP** the tree



10

Now it is climbing **DOWN**
the tree



11

The boy is **IN FRONT**
OF the mail-box



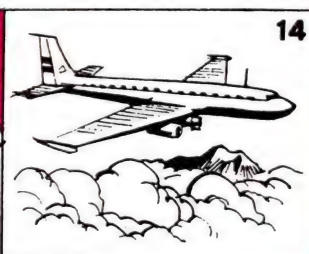
12

Now he is **BEHIND** the
mail-box



13

She is **BETWEEN** two
boys



14

The plane is **OVER** the
clouds



15

This rose is **FOR** Mary



16

His feet are **UNDER** the
table



17

The train is going
THROUGH the tunnel



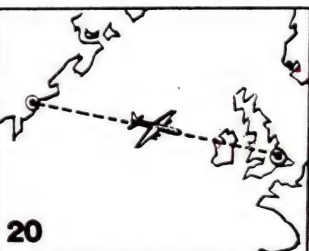
18

She is walking **ALONG**
the lane



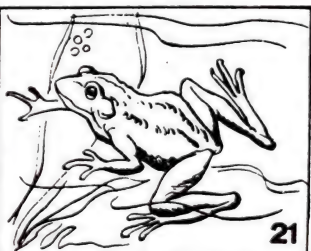
19

He is going **ACROSS** the
street



20

The plane is flying **FROM**
New York **TO** London



21

The frog is **IN** the water



The frog is **OUT OF** the
water

He is walking **WITHOUT**
a hat

He is coming **BY** train

- | | | | |
|-----------------|----------------|-----------------|----------------|
| 1. at | [at] | 13. between | [bi'twi:n] |
| 2. on | [on] | 14. over | ['əuvə(r)] |
| 3. with | [wið] | 15. for | [fo:(r)/fə(r)] |
| 4. to | [tə/tu] | 16. under | ['ʌndə(r)] |
| 5. from | [from] | 17. through | [θru:] |
| 6. into | ['intu/'intə] | 18. along | [ə'lon] |
| 7. near | [niə(r)] | 19. across | [ə'kros] |
| 8. far from | ['fa: frəm] | 20. from ... to | ['from... 'tu] |
| 9. up | [ʌp] | 21. in | [in] |
| 10. down | [daun] | 22. out of | ['aut əv] |
| 11. in front of | [in 'frʌnt əv] | 23. without | [wi'ðaut] |
| 12. behind | [bi'haind] | 24. by | [bai] |

NEW WORDS

<i>to jump</i>	[dʒʌmp]	<i>lane</i>	[leɪn]
<i>to climb</i>	[klaɪm]	<i>street</i>	[stri:t]
<i>mail-box</i>	['meɪlbɒks]	<i>New York</i>	['nju: 'jɔ:k]
<i>plane</i>	[pleɪn]	<i>London</i>	['lʌndən]
<i>cloud</i>	[klaʊd]	<i>frog</i>	[frɒg]
<i>rose</i>	[rəʊz]	<i>to fly</i>	[flaɪ]
<i>train</i>	[treɪn]	<i>memory</i>	['meməri]
<i>tunnel</i>	['tʌnəl]		

EXERCISES

a) *Answer the following questions on Prepositions: The numbers refer to the pictures on pages 107, 108 and 109.*

1. What is this girl doing?
2. Is the cat under the chair?
3. Is this boy writing with a pencil?
4. Is this boy going to the park?
5. What is this girl doing?
6. What is this boy doing?
7. Where is this girl?
8. Is she near the window?
9. What is the cat doing?
10. What is the cat doing now?
11. Is the boy behind the mail-box?
12. Where is the boy now?
13. Is there a teacher between the two boys?
14. Is the plane under the clouds?
15. Is this rose for Jane?
16. Are his feet on the table?
17. Is the train going to the tunnel?
18. Is she walking in the park?
19. Is he going along the street?
20. Is the plane flying from Caracas to Madrid?
21. What animal is in the water?
22. Is the frog in the water now?
23. Has he a hat on his head?
24. Is he coming by car?

b) *Put the verb in brackets into the Present Continuous tense:*

Ex.: My cat *isn't eating* a mouse.

1. My cat (not eat) a mouse.
2. The hens (drink) water.
3. The teacher (shut) the door.
4. My brother (bite) his pencil.
5. The boys (add) numbers.
6. That woman (wash) her dress?
7. They (not walk). They (work).
8. We (listen) to our teacher.
9. The students (open) their books now.
10. Yes, they (look at) the pretty girl.
11. What that boy (plant)?
12. The birds (sing) in the trees.
13. Your brother (learn) English?
14. Doris (come) from school?
15. William (help) his friend.
16. Mary (kiss) her mother.

c) *Answer the following questions:*

1. Are you going to the cinema now?
2. Have you a good memory?
3. Have you many school-mates?
4. Are there any fields near your house?
5. Have you a dog?
6. Has your dog a kennel?
7. Are you drinking milk now?
8. How much is a bottle of milk?
9. Is there a telephone in the library?
10. Are there many flowers in the park?

d) *Put in the missing prepositions:*

1. Mr. Ley goes — the school — the morning.
2. He goes — the school — nine o'clock.
3. The children come — school — the afternoon.
4. They come — — school — four o'clock.
5. Mr. Ley writes — the 'blackboard' — a piece — chalk.
6. The students sit — their desks.
7. Mr. Ley stands — the blackboard.
8. The blackboard isn't near the door; it is — the door.
9. The blackboard is — the door and the window.
10. The students are — class.

PRONUNCIATION EXERCISE

- a) I add it
I added
I added it

- c) I watched
I watched it
I watch it

- b) I study it
I studied it
I studied

- d) I wash it
I washed
I washed it

LESSON EIGHTEEN

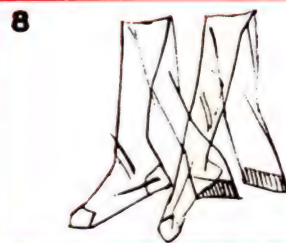
Jane gets up at half-past seven. ↘

Reading



Jane gets up at half-past seven. First she washes and dresses in the bathroom. She puts on her underwear and then she puts on her skirt and blouse. She puts on her stockings and her low-heeled shoes. She takes her hand-bag, gloves and puts on her hat. She then goes to work. She works in an office. In the evening she takes off her low-heeled shoes and her skirt and blouse and puts on a dress and her high-heeled shoes. She then goes out with Hugh. They go to the cinema or for a walk. If the weather is cold, she puts on a hat and an overcoat. If it rains, she puts on a raincoat and takes an umbrella. Some of the girls in her office wear uniforms. When she goes to a dance with Hugh, she puts on an evening-dress and takes a small hand-bag for her handkerchief and other things. She likes going to a dance. At night she takes off her clothes, puts on a night-dress and goes to bed.

Clothes for Women



1. hat [hat]
2. ribbon ['ribən]
3. coat [kəut]
4. dress [dres]
5. skirt [skə:t]
6. blouse [blauz]
7. uniform ['ju:nifo:m]

8. stockings ['stokinz]
9. low-heeled shoes ['ləu hi:ld 'fu:z]
10. high-heeled shoes ['hai hi:ld 'fu:z]
11. hand-bag ['handbag]
12. gloves [glavz]

NEW WORDS

<i>to get up</i>	[ˈget ˈʌp]	<i>weather</i>	[ˈweðə(r)]
<i>first</i>	[fɜːst]	<i>cold</i>	[kəʊld]
<i>to dress</i>	[dres]	<i>umbrella</i>	[ʌmˈbrelə]
<i>bathroom</i>	[ˈbɑːθrʊm]	<i>to wear</i>	[weə(r)]
<i>to put on</i>	[ˈput ˈon]	<i>uniform</i>	[ˈjuːnifoːm]
<i>underwear</i>	[ˈʌndəweə(r)]	<i>to like</i>	[laɪk]
<i>then</i>	[ðen]	<i>dance</i>	[daːns]
<i>skirt</i>	[skɜːt]	<i>evening-dress</i>	[ˈiːvniŋ dres]
<i>blouse</i>	[blaʊz]	<i>at night</i>	[ət ˈnaɪt]
<i>stockings</i>	[ˈstokɪŋz]	<i>night-dress</i>	[ˈnaɪt dres]
<i>low-heeled shoes</i>	[ˈləʊ hiːld ˈʃuːz]	<i>to cry</i>	[kraɪ]
<i>office</i>	[ˈofɪs]	<i>language</i>	[ˈlʌŋɡwɪdʒ]
<i>to take off</i>	[ˈteɪk ˈɒf]	<i>difficult</i>	[ˈdɪfɪkəlt]
<i>high-heeled shoes</i>	[ˈhaɪ hiːld ˈʃuːz]	<i>guitar</i>	[ɡɪˈtaː(r)]
<i>to go out</i>	[ˈɡəʊ ˈaʊt]	<i>garage</i>	[ˈɡaraːʒ]
<i>if</i>	[ɪf]		

GRAMMATICAL EXPLANATIONS

La conjugación inglesa.—“*Simple Present*” de los verbos ingleses en forma afirmativa.—Conjugar un verbo en inglés en “*Simple Present*” (presente de indicativo) y en forma afirmativa, es sumamente fácil. Es el resultado de anteposar palabras que hagan de sujeto) al infinitivo sin “*to*” del verbo dado. Sólo en las terceras personas del singular es necesario añadir “*s*” o “*es*”.

NOTA.—Los verbos *to be* y *to have* son una excepción; y las terceras personas del singular de *do* son *does*. También lo es la tercera persona singular de los demás verbos, que en el *Simple Present* toma una “*s*” o “*es*”.

He aquí el *Simple Present*, en forma afirmativa, de los siguientes verbos:

to be	to have	to write	to live	to do
<i>I am</i>	<i>I have</i>	<i>I write</i>	<i>I live</i>	<i>I do</i>
<i>you are</i>	<i>you have</i>	<i>you write</i>	<i>you live</i>	<i>you do</i>
<i>he</i> } <i>is</i>	<i>he</i> } <i>has</i>	<i>he</i> } <i>writeS</i>	<i>he</i> } <i>liveS</i>	<i>he</i> } <i>doES</i>
<i>she</i> }	<i>she</i> }	<i>she</i> }	<i>she</i> }	<i>she</i> }
<i>it</i> }	<i>it</i> }	<i>it</i> }	<i>it</i> }	<i>it</i> }
<i>we are</i>	<i>we have</i>	<i>we write</i>	<i>we live</i>	<i>we do</i>
<i>you are</i>	<i>you have</i>	<i>you write</i>	<i>you live</i>	<i>you do</i>
<i>they are</i>	<i>they have</i>	<i>they write</i>	<i>they live</i>	<i>they do</i>

El *Simple Present* es el tiempo que usamos en inglés para expresar una acción que es habitual o que se repite. También para expresar percepciones y demás estados momentáneos del ánimo; y en algunos casos más que se explicarán a su debido tiempo.

EXERCISES

- a) *Copy the reading in this lesson into your copy-books, using Jane and Mary as the subject.*

Ex.: Jane and Mary get up...

- b) *Answer the following questions on Clothes for Women:*

- | | |
|-------------------------------------|--------------------------------------|
| 1. What is there in picture No. 1? | 7. What is there in picture No. 2? |
| 2. What is there in picture No. 5? | 8. What is there in picture No. 6? |
| 3. What is there in picture No. 9? | 9. What is there in picture No. 8? |
| 4. What is there in picture No. 7? | 10. What is there in picture No. 10? |
| 5. What is there in picture No. 11? | 11. What is there in picture No. 3? |
| 6. What is there in picture No. 4? | 12. What is there in picture No. 12? |

- c) *Translate into English:*

- | | |
|--|--|
| 1. Los gatos están sentados debajo de la mesa. | 6. El inglés es un idioma difícil. |
| 2. Hay una mosca en la clase. | 7. El hombre está tocando la guitarra. |
| 3. El niño tiene un diente. | 8. Hay una bicicleta en el garaje. |
| 4. Los niños están llorando. | 9. ¿Qué tienes en la mano? |
| 5. ¿Qué hace este chico? | 10. Tengo una pluma. |

d) *Put in the possessive adjectives that go with the subject:*

- | | |
|-------------------------------|---|
| 1. She is reading — book. | 7. We are in — classroom. |
| 2. I'm sitting on — chair. | 8. The teacher is reading — newspaper. |
| 3. He is washing — hands. | 9. My sister is putting on — stockings. |
| 4. They are cleaning — shoes. | 10. The pupils are learning — lessons. |
| 5. You live in — house. | |
| 6. The dog is in — kennel. | |

PRONUNCIATION EXERCISE

Practíquense las frases siguientes haciendo la diferencia entre:

- | | |
|---|---|
| a) He is leaving (i:) here.
He is living (i) here. | c) He's working (ə:) in the park.
He's walking (o:) in the park. |
| b) That's a nice hut (ʌ).
That's a nice hat (a). | d) I ask (k) him about it.
I asked (kt) him about it. |

LESSON NINETEEN

Do you go to school every day? \

Yes, I do. \

No, I don't. \

Reading



Hugh Carter wants to marry Jane Wilson. He loves Jane a lot. Hugh hasn't any brothers or sisters. He lives with his mother in a small house near the farm where Jane lives. He works in an office. Jane likes Hugh but she doesn't know if she loves Hugh. She doesn't want to live with his mother. She wants to live with her husband and not with his mother. Jane also works in an office. Hugh and Jane go out every evening after work. If it rains, they go to the cinema or a café. There is a cinema in the town where they live. If it is a fine day, they go for a walk in the country. They often take the car that Hugh has.

Hugh: Do you want to go the cinema this afternoon?

Jane: No, I don't really want to go to the cinema.

Hugh: What do you want to do?

Jane: I don't really know.
Hugh: We went to a dance last night, and to the cinema the day before
Jane: I know. I want to talk to you.
Hugh: There is a café there.
Jane: Very good.

NEW WORDS

<i>do</i>	[du:]	<i>before</i>	[bi'fo:(r)]
<i>don't</i>	[dəunt]	<i>very</i>	['veri]
<i>to want</i>	[wɒnt]	<i>does</i>	[dʌz]
<i>to marry</i>	['mari]	<i>every night</i>	['evri 'nait]
<i>to love</i>	[lʌv]	<i>story</i>	['sto:ri]
<i>but</i>	[bʌt/bət]	<i>to clean</i>	[kli:n]
<i>doesn't</i>	['dʌznt]	<i>early</i>	['ə:li]
<i>husband</i>	['hʌzbənd]	<i>twice</i>	[twais]
<i>every evening</i>	['evri 'i:vniŋ]	<i>week</i>	[wi:k]
<i>café</i>	['kæfeɪ]	<i>every week</i>	['evri 'wi:k]
<i>after</i>	['a:ftə(r)]	<i>back</i>	[bak]
<i>town</i>	[taʊn]	<i>new</i>	[nju:]
<i>often</i>	['o:fn]	<i>baby</i>	['beibi]
<i>really</i>	['riəli]	<i>all right</i>	['o:l 'rait]
<i>to know</i>	[nəʊ]	<i>to show</i>	[ʃəʊ]
<i>last night</i>	['la:st 'nait]		

DON'T = DO NOT; DOESN'T = DOES NOT

Do you go to school every day?

Yes, I *go* to school every day.

Yes, I *do*.

No, I *do not go* to school every day.

No, I *don't*.

Do they walk home in the afternoon?

Yes, they walk home in the afternoon.

Yes, they do.

No, they do not walk home in the afternoon.

No, they don't.

Does he *live* in this house?

Yes, he lives in this house.

Yes, he *does*.

No, he *does not* live in this house.

No, he *doesn't*.

Does Mr. Brown work in this office?

Yes, Mr. Brown works in this office.

Yes, he does.

No, Mr. Brown does not work in this office.

No, he doesn't.

Does she study with Mary?

Yes, she studies with Mary.

Yes, she does.

No, she does not study with Mary.

No, she doesn't.

Does Helen come every night?

Yes, Helen comes every night.

Yes, she does.

No, Helen does not come every night.

No, she doesn't.

Does it rain a lot here?

Yes, it rains a lot here.

Yes, it does.

No, it does not rain a lot here.

No, it doesn't.

Do you know that story?

Yes, you know that story.
Yes, you do.
No, you do not know that story.
No, you don't.

Do we know the man?

Yes, we know the man.
Yes, we do.
No, we do not know the man.
No, we don't.

Do the children sleep in this room?

Yes, the children sleep in this room.
Yes, they do.
No, the children do not sleep in this room.
No, they don't.

GRAMMATICAL EXPLANATIONS

La forma interrogativa y negativa de los "Tiempos Simples" de los verbos ingleses (Simple Present).—A los efectos de hacer la interrogativa y negativa, diremos lo siguiente:

a) Si el verbo de la oración que vamos a interrogar y negar es un *Auxiliar*, como "*to have*", "*to be*", *Defectivo*, y algún otro; entonces su interrogativa es por *inversión*, o sea, poniendo el verbo antes del sujeto. La negativa se hace poniendo *not* detrás del verbo de la oración en forma afirmativa:

	Affirmative	Interrogative	Negative	Interrogative-negative
to be	{ <i>I am</i> <i>he is</i>	<i>am I?</i> <i>is he?</i>	<i>I am not</i> <i>he is not</i>	<i>am I not?</i> <i>is he not?</i>
to have	{ <i>I have</i> <i>he has</i>	<i>have I?</i> <i>has he?</i>	<i>I have not</i> <i>he has not</i>	<i>have I not?</i> <i>has he not?</i>

b) Los verbos que no son Auxiliares o Defectivos necesitan la ayuda del verbo auxiliar —*to do* (sus formas *do, does*)— para hacer la interrogativa y negativa del “*Simple Present*”.

NOTA.—Aunque el verbo “*to do*” significa hacer, cuando hace de auxiliar no se traduce:

Affirmative	Interrogative	Negative	Interrogative-negative
<i>I write</i>	<i>do I write?</i>	<i>I do not write</i>	<i>do I not write?</i>
<i>he writeS</i>	<i>doES he write?</i>	<i>he doES not write</i>	<i>doES he not write?</i>
<i>you speak</i>	<i>do you speak</i>	<i>you do not speak</i>	<i>do you not speak?</i>
<i>he speakS</i>	<i>doES he speak?</i>	<i>he doES not speak</i>	<i>doES he not speak?</i>

Observando el cuadro anterior sacamos las consecuencias siguientes:

1.º Usamos *do* y *does* para el presente. (*Does* solamente con las terceras personas del singular.)

2.º Siempre que usemos las formas auxiliares *do, does*, el verbo principal de la oración debe estar presente. Es decir, su forma debe ser igual al *infinitivo sin “to”*. Sólo al contestar una pregunta basta con: *Yes, I do; No, he doesn't.*

3.º El orden de los distintos elementos de la oración, en estos casos, es el siguiente:

Forma afirmativa : *Sujeto - verbo - complemento.*

Forma interrogativa : *Auxiliar - sujeto - verbo - complemento.*

Forma negativa : *Sujeto - auxiliar - negación - verbo - complemento.*

Forma interrogativa-negativa: *Auxiliar - sujeto - negación - verbo - complemento.*

Observación sobre la tercera persona singular de todos los verbos ingleses que no sean “Auxiliares o Defectivos”.—En inglés, todo verbo que no sea auxiliar o defectivo (que son muy pocos) toma una “*s*” en la tercera persona singular del “*Simple Present*” (presente de indicativo). Pero si el verbo acaba en “*ch*”, “*sh*”, “*x*”, “*y*”; también en “*o*” precedida de consonante, entonces la “*s*” se transforma en “*es*”. E igualmente que sucede con el plural de algunos sustantivos terminados en “*y*”, la “*y*” se transforma en “*i*” y añade “*es*”.

Al emplear el auxiliar *do* en la interrogativa y negativa del *Simple Present*, es éste el verbo que toma la "s", transformándose *do* en *does*, según se vio anteriormente.

Infinitive	Affirmative	Interrogative	Negative
<i>to rain</i>	it rains	does it rain?	it does not rain.
<i>to catch</i>	he catches	does he catch?	he does not catch.
<i>to touch</i>	he touches	does he touch?	he does not touch.
<i>to teach</i>	he teaches	does he teach?	he does not teach.
<i>to watch</i>	he watches	does he watch?	he does not watch.
<i>to brush</i>	he brushes	does he brush?	he does not brush.
<i>to wash</i>	she washes	does she wash?	she does not wash.
<i>to wish</i>	she wishes	does she wish?	she does not wish.
<i>to dress</i>	he dresses	does he dress?	he does not dress.
<i>to kiss</i>	he kisses	does he kiss?	he does not kiss.
<i>to cry</i>	she cries	does she cry?	she does not cry.
<i>to marry</i>	she marries	does she marry?	she does not marry.
<i>to study</i>	he studies	does he study?	he does not study.
<i>to go</i>	he goes	does he go?	he does not go.
<i>to do</i>	he does	does he do?	he does not do.

NOTA.—Obsérvese cómo *to do* se auxilia a sí mismo.

EXERCISES

a) *Answer the following questions on the Reading:*

- Who does Hugh Carter want to marry?
- Where does Hugh live?
- How many brothers has Hugh?
- Does Hugh live on a farm?
- Where do you live?
- Is there a cinema near your home?
- Where do Hugh and Jane go when it rains?
- Do you like going to the cinema?
- Does your father work in an office?
- How many days are there in a week?
- Does Jane want to go to the cinema?
- What does Jane want to do?

b) *Say and write the following sentences as in the example:*

Ex. Mary cleans her bedroom every day.

Does Mary clean her bedroom every day?

Yes, she does.

No, she does not clean her bedroom every day.

No, she doesn't.

- | | |
|--|---|
| 1. The children get up early. | 9. These students study every night. |
| 2. Mr. West lives in this house. | 10. You walk in your garden every day. |
| 3. Helen brushes her hair every day. | 11. My cat eats fish three days a week. |
| 4. He goes there every night. | 12. They take a walk in the afternoon. |
| 5. They read the newspaper in the morning. | 13. You know her sister. |
| 6. Peter comes here twice a week. | 14. The boys come at nine o'clock. |
| 7. The girl works in this office. | 15. The woman lives in a big house. |
| 8. You write a letter every week. | |

c) *Answer these sentences affirmatively in two ways:*

Ex.: *Yes, he has many brothers.*

Yes, he has.

- | | |
|--|--|
| 1. Has he many brothers? | 8. Does he speak English well? |
| 2. Do you know the way back? | 9. Are those boys your friends? |
| 3. Is English a difficult language? | 10. Does the baby cry every night? |
| 4. Does she play the guitar? | 11. Is it all right for your brother? |
| 5. Does your brother study with Henry? | 12. Do they study their lessons every day? |
| 6. Has he a new car? | 13. Are they working now? |
| 7. Is Peter erasing the blackboard? | 14. Do you open the windows? |

d) *Put in the missing possessive adjective that corresponds to the subject of the sentence:*

- | | |
|-----------------------------------|---------------------------------|
| 1. I live in — house. | 4. You close — house at night. |
| 2. Ruth studies — lessons. | 5. James helps — schoolmates. |
| 3. These girls play with — dolls. | 6. Henry and I study — lessons. |

- | | |
|---|--|
| 7. Eric and Tom are speaking to
—— teacher. | 9. Margaret is showing the teacher
—— English exercise. |
| 8. Peter and Henry are writing in
—— copy-books. | 10. You and David are cleaning
—— shoes. |

PRONUNCIATION EXERCISE

Practíquense las frases siguientes entre las que hay algunas palabras homófonas, es decir, que suenan igual:

I heard (ə:) your heart (a:) was hurt (ə:).

His hat (a) is on his head (e).

I (ai) have something in my eye (ai).

The maid (ei) made (ei) the bed.

I can see (i:) the blue sea (i:).

LESSON TWENTY

Was **Hugh** at home last night? *

Yes, he was. \

No, he wasn't. \

Introductions



El que presenta:

Mr. Black, this is my friend Mr. Hayes.

El Sr. Hayes responde:

How do you do?

Y el Sr. Black responde:

How do you do? I'm glad to meet you.

Al irse el Sr. Hayes:

Good-bye, Mr. Black. Pleased to meet you.

It was a pleasure to meet you.

El Sr. Black responde:

Thank you, me too (so do I).

Thank you. The pleasure was mine.

Formal.—*Mr. Hayes:*

How do you do?

Mr. Black: How do you do?
Mr. Hayes: How are you, Mr. Black?
Mr. Black: Very well, thank you. Fine, thank you.
Mr. Black: Good morning = *Buenos días*.
 Good afternoon = *Buenas tardes*.
 Good evening, Mr. Hayes = *Buenas noches, Sr. Hayes*.
Mr. Hayes: Good morning, etc., Mr. Black. I'm glad to see you.
 Familiar.—
 Hullo, Peter.
 Hullo, Charles. How are you?
Charles: Just fine, thanks. And you?
Peter: Oh!, so-so.

Leave-takings

Formal.—*Mr. Hayes:* Good-bye, Mr. Black.
Mr. Black: Good-bye, Mr. Hayes. It was a pleasure to meet you.
Mr. Hayes: Good night, Mr. Black. Till tomorrow.
Mr. Black: Good night, Mr. Hayes. It has been nice seeing you.
 Familiar.—*Charles:* So long, Peter. I'll see you later.
Peter: So long, Charles. See you tomorrow.

NEW WORDS

<i>wasn't</i>	['woznt]	<i>so do I</i>	['səu 'du: 'ai]
<i>greetings</i>	['gri:tiŋz]	<i>hullo</i>	[hə'ləu]
<i>introductions</i>	[intrə'dʌkfəns]	<i>just</i>	[dʒʌst]
<i>glad</i>	[glad]	<i>so-so</i>	['səu 'səu]
<i>to meet</i>	[mi:t]	<i>leave-taking</i>	['li:v'teikiŋ]
<i>good-bye</i>	['gud'bai]	<i>so long</i>	['səu 'lɒŋ]
<i>to hope</i>	[həup]	<i>I'll see you later</i>	[aɪl 'si: ju 'leitə(r)]
<i>soon</i>	[su:n]	<i>see you tomorrow</i>	['si: ju tə'morəu]
<i>pleasure</i>	['pləʃə(r)]	<i>weren't</i>	[wə:nt]
<i>thank you</i>	['θaŋk-ju]	<i>Sunday</i>	['sʌndi]
<i>mine</i>	[main]	<i>in time</i>	[in'taim]
<i>me too</i>	['mi: 'tu:]		

<i>late</i>	[leɪt]	<i>busy</i>	['bɪzi]
<i>Tuesday</i>	['tjuːzdi]	<i>to ride</i>	[raɪd]
<i>month</i>	[mʌnθ]	<i>lunch</i>	[lʌntʃ]
<i>present</i>	['prezənt]	<i>parents</i>	['peərənts]

WASN'T = WAS NOT; WEREN'T = WERE NOT

Was Hugh at home last night?

Yes, he was at home last night.

Yes, he was.

No, he *was not* at home last night.

No, he *wasn't*.

Were you in the park with Peter last Sunday?

Yes, I was in the park with Peter last Sunday.

Yes, I was.

No, I was not in the park with Peter last Sunday.

No, I *wasn't*.

Were they your friends?

Yes, they were my friends.

Yes, they were.

No, they *were not* my friends.

No, they *weren't*.

Was she in time yesterday?

Yes, she was in time yesterday.

Yes, she was.

No, she was not in time yesterday.

No, she *wasn't*.

EXERCISES

a) *Answer these questions affirmatively and negatively:*

Ex.: *Was the lesson difficult?* *Yes, the lesson was difficult.*
 No, the lesson wasn't difficult.

- | | |
|--------------------------------------|-------------------------------------|
| 1. Was she at home yesterday? | 6. Were you there last month? |
| 2. Were they late for their lessons? | 7. Was he very busy last week? |
| 3. Was Henry at school last Tuesday? | 8. Was it necessary? |
| 4. Were you present there? | 9. Were they happy with my present? |
| 5. Was she sad yesterday? | 10. Was the door closed last night? |

b) *Answer these questions affirmatively and negatively:*

Ex.: *Has he a new hat?* *Yes, he has a new hat.*
 No, he hasn't a new hat.

- | | |
|------------------------------|---------------------------------|
| 1. Have they my books? | 7. Has Mary two sisters? |
| 2. Has she a blue dress? | 8. Has their father a car. |
| 3. Have you a cat? | 9. Have you a bicycle? |
| 4. Have they your copy-book? | 10. Has that house ten windows? |
| 5. Has your brother my pen? | 11. Has Henry a fountain-pen? |
| 6. Have we your books? | 12. Has this woman a dog? |

c) *Put in the missing possessive adjective that corresponds to the subject of the sentence:*

- | | |
|---|--|
| 1. These men have — lunch at noon. | 6. She lives with — parents in this house. |
| 2. Was Jane going to — house? | 7. We are speaking to — friend. |
| 3. Are Paul and Roger riding on — horses? | 8. Peter and I have a dog; it is in — house. |
| 4. Are you going to wash — hands? | 9. This boy is cleaning — school-bag. |
| 5. Mary likes to make — bed. | 10. James washes — hands before eating. |

PRONUNCIATION EXERCISE

Diptongos (I):

Practíquense las palabras siguientes:

(ei) hate, pay, bay, they, day, eight, play, rain, take, Jane, plane.

(əu) goat, coat, boat, wrote, spoke; rose, know, globe.

(ai) vine, I, dry, bicycle, five, nine, write, behind, climb (*b* es muda).

(au) how, down, fountain-pen, house.

LESSON TWENTY-ONE

How many girls were there in the room?↘

There were ten girls in the room.↘

Conversation



Jane: Hullo, May!

May: Hullo, Jane! How are you?

Jane: Just fine, thanks. This is my brother Harry.

Harry: How do you do?

May: How do you do? I'm glad to meet you.

Jane: Oh, here is Hugh!

Hugh: Hullo, Jane. This is a little present for you.

Jane: Thank you. You are nice Hugh. This is my mother. Mother, this is Hugh Carter.

Hugh: How do you do, Mrs. Wilson? I'm very glad to meet you.

Mrs. Wilson: How do you do Mr. Carter? I know a lot about you from Jane.
Jane: Daddy, this is Hugh Carter.
Hugh: How do you do Mr. Wilson?
Mr. Wilson: How do you do Mr. Carter? How are you?
Hugh: Very well, thank you, and how are you?
Mr. Wilson: Fine, thank you.
Hugh: This is a very nice house.
Mrs. Wilson: Yes, it is; but it is a little small. This is my son Harry.
Hugh: I already know Harry. How are you?
Harry: Very well, thank you; and you?
Hugh: Very well, thank you.

NEW WORDS

<i>to introduce</i>	[intrə'dju:s]	<i>mouth</i>	[mauθ]
<i>to give a party</i>	['giv ə 'pa:ti]	<i>round</i>	[raund]
<i>party</i>	['pa:ti]	<i>neck</i>	[nek]
<i>early</i>	['ɜ:li]	<i>typewriter</i>	['taip'reitə(r)]
<i>about</i>	[ə'baut]	<i>by then</i>	[baɪ 'ðen]
<i>little</i>	['lɪtl]	<i>theatre</i>	['θiətə(r)]
<i>already</i>	[ɔ:l'redi]	<i>city</i>	['sɪti]
<i>hadn't</i>	['hədənt]	<i>dozen</i>	['dʌzən]
<i>examination</i>	[ɪgzami'neiʃən]	<i>finger</i>	['fɪŋgə(r)]
<i>a date</i>	[ə'deɪt]		

HADN'T = HAD NOT

Had you an examination last week?

(*Did* you have an examination last week?)

Yes, I had an examination last week

Yes, I had.

No, I *had not* an examination last week.

No, I *hadn't*.

Had he a friend there?
(*Had he got a friend...?*)

Yes, he had a friend there.
Yes, he had.
No, he had not a friend there.
No, he hadn't.

Had the house four rooms?
(*Had the house got four rooms?*)

Yes, the house had four rooms.
Yes, it had.
No, the house had not four rooms.
No, it hadn't.

Had she a date with Paul?
(*Did she have a date with Paul?*)

Yes, she had a date with Paul.
Yes, she had.
No, she had not a date with Paul.
No, she hadn't.

GRAMMATICAL EXPLANATIONS

La conjugación inglesa.—"Simple Past" en forma afirmativa.—Conjugar un verbo inglés en "Simple Past" (pasado imperfecto de indicativo) y en forma afirmativa, es sumamente fácil. Se coloca el sujeto delante del pasado del verbo dado, que si es regular acabará en "ed", y si el verbo es irregular será la segunda columna del verbo. Los verbos *to have* y *to be* son una excepción.

He aquí el *Simple Past* afirmativo de los siguientes verbos:

to be	to have	to write	to live	to do
<i>I was</i>	<i>I had</i>	<i>I wrote</i>	<i>I lived</i>	<i>I did</i>
<i>you were</i>	<i>you had</i>	<i>you wrote</i>	<i>you lived</i>	<i>you did</i>
<i>he</i> }	<i>he</i> }	<i>he</i> }	<i>he</i> }	<i>he</i> }
<i>she</i> } <i>was</i>	<i>she</i> } <i>had</i>	<i>she</i> } <i>wrote</i>	<i>she</i> } <i>lived</i>	<i>she</i> } <i>did</i>
<i>it</i> }	<i>it</i> }	<i>it</i> }	<i>it</i> }	<i>it</i> }
<i>we were</i>	<i>we had</i>	<i>we wrote</i>	<i>we lived</i>	<i>we did</i>
<i>you were</i>	<i>you had</i>	<i>you wrote</i>	<i>you lived</i>	<i>you did</i>
<i>they were</i>	<i>they had</i>	<i>they wrote</i>	<i>they lived</i>	<i>they did</i>

El *Simple Past* se emplea para indicar una acción completamente terminada en el pasado.

NOTA.—Observando el cuadro anterior, vemos que la “s” o “es”, que toman las terceras personas singulares de todos los verbos ingleses, menos *to be*, *to have*, y algún otro verbo especial, en el *Simple Present*; no la toman en el *Simple Past*. En este tiempo la forma verbal es la misma para todas las personas.

La forma interrogativa y negativa de los “Tiempos Simples” de los verbos ingleses (*Simple Past*).—A los efectos de hacer la interrogativa y negativa, diremos lo siguiente:

a) Si el verbo de la oración que vamos a interrogar y negar es un *Auxiliar*, como “*to have*”, “*to be*”, *Defectivo*, y algún otro; entonces su interrogativa es por *inversión*, o sea, poniendo el verbo antes del sujeto. La negativa se hace poniendo *not* detrás del verbo de la oración en forma afirmativa:

	Affirmative	Interrogative	Negative	Interrogative-negative
to be	{ <i>I was</i>	<i>was I?</i>	<i>I was not</i>	<i>was I not?</i>
	{ <i>you were</i>	<i>were you?</i>	<i>you were not</i>	<i>were you not?</i>
to have	{ <i>I had</i>	<i>had I?</i>	<i>I had not</i>	<i>had I not?</i>
	{ <i>you had</i>	<i>had you?</i>	<i>you had not</i>	<i>had you not?</i>

THERE WAS; THERE WERE

La expresión “*there was*” equivale a *había*, *hubo* en singular. La expresión “*there were*” equivale a *había*, *hubo* en plural:

There was a book on the table.
There was a picture on the wall.
There were two birds in the garden.
There were twenty boys in the yard.

Había un libro en la mesa.
Había un cuadro en la pared.
Había dos pájaros en el jardín.
Había veinte niños en el patio.

El interrogativo y negativo se forman de la siguiente manera:

Was there a horse on the farm?
There was not (wasn't) a horse on the farm.
Were there four people there?
There were not (weren't) four people there.

¿Había un caballo en la granja?
No había un caballo en la granja.
¿Había cuatro personas allí?
No había cuatro personas allí.

EXERCISES

a) *Answer the following questions:*

1. What do you say when you meet a friend in the morning?
2. What do you say when you leave a friend?
3. What do you answer when a man says "How do you do?" to you?
4. What do you say when you meet a friend in the afternoon?
5. What do you answer when a friend says "How are you?" to you?
6. What do you say when you meet a friend in the evening?
7. Who gives the party?
8. Who is the first friend to come?
9. What does Jane answer Harry?
10. Where does Jane give the party?
11. Is her house big?
12. Does Hugh know Harry?

b) *Put in the missing possessive adjectives that correspond to the subjects of the sentences:*

1. My friend is writing — homework.
2. This hen goes to — hut.
3. Mary plays with — brother.
4. We help — friends.
5. They are doing — homework.
6. The dog is in — kennel.
7. Helen writes to — friend on Sundays.
8. A cat eats with — mouth.
9. He has a pretty tie round — neck.
10. I have a pen, it is in — pocket.
11. He has a rubber, it is in — hand.
12. The house is big but — garden is small.
13. That is Helen, — dress is pretty.
14. Look at that woman, — nose is long.
15. Are you helping — mother now?
16. Mr. and Mrs. White have — lunch at twelve o'clock.
17. You live in — house.
18. The pencil is in — place.
19. You have a car in — garage.
20. I brush — teeth twice a day.

c) *Answer these questions affirmatively and negatively:*

Ex.: Had he a car?

Yes, *he had a car.*

No, *he hadn't a car.*

1. Had Harold a sister?
2. Had they a lot of money?
3. Had you many hens on the farm?
4. Had Henry a new hat?
5. Had he any friends here?
6. Had you a typewriter by then?
7. Had she the books in her school-bag?
8. Had he any pictures in his room?
9. Had Peter my pen in his pocket?
10. Had Helen my books?

d) *Answer these questions affirmatively and negatively:*

Ex.: Was there a table here?

Yes, there was a table here.

No, there wasn't a table here.

1. Were there any people there?
2. Was there a girl with her?
3. Were there any presents for him?
4. Was there a theatre in the city?
5. Was there a typewriter in the office?
6. Were there any trees in the garden?
7. Were there four cats in the house?
8. Was there a duck on the river?
9. Were there six pictures in the room?
10. Was there a clock in the class-room?

e) *Give answers to the following questions:*

How many...

1. Cigarettes are there in a box?
2. Chairs are there in this room?
3. Students are there in this class?
4. Pencils have you in your pencil-case?
5. Days are there in a week?
6. Hours are there in a day?
7. Pictures are there in this room?
8. Apples are there in a dozen?
9. Days are there in two weeks?
10. Fingers have you?

PRONUNCIATION EXERCISE

Diptongos (II).

Practíquense las siguientes palabras:

(oi) boy, toy.

(iə) here, hear, dear, ear, *idea*, theatre, beer, near.

(eə) Mary, there, chair, pear, bear.

(uə) poor, sure.

LESSON TWENTY - TWO

Did you **write** a letter yesterday ↗

Yes, I did. ↘

No, I didn't. ↘

Reading



Last night, Jane gave a party for Hugh and some of her friends. She wanted to introduce her boy-friend to her father and mother. Jane has a very good friend. Her name is May. May came early to the party and Jane was very glad to see her friend. May did not know Harry and Jane introduced Harry to May. When Hugh came, he gave Jane a present. He said it was a little present, but it was a very good present and Jane was very happy.

Jane also introduced Hugh to her mother. Mrs. Wilson was pleased to meet Hugh, and Hugh was glad to meet her. Mrs. Wilson knew a lot about Hugh from Jane. Then Jane introduced Hugh to her father. They spoke about the house. Hugh said it was a very nice house, but Mrs. Wilson said it was a little small.

It was a good party. Jane was very busy introducing Hugh to her brothers and her friends. Her brother Harry played the guitar and they all drank and ate a lot.

NEW WORDS

<i>did</i>	[did]	<i>ate</i>	[et]
<i>letter</i>	[ˈletə(r)]	<i>movies</i>	[ˈmu:viz]
<i>didn't</i>	[ˈdɪdnt]	<i>last week</i>	[ˈla:st ˈwi:k]
<i>gave</i>	[geɪv]	<i>to understand</i>	[ʌndəˈstand]
<i>pleased</i>	[pli:zd]	<i>understood</i>	[ʌndəˈstʊd]
<i>knew</i>	[nju:]	<i>song</i>	[sɒŋ]
<i>said</i>	[sed]	<i>television</i>	[ˈtelɪvɪʒən]

DIDN'T = DID NOT

Did you see Peter yesterday?

Yes, I *saw* Peter yesterday.

Yes, I *did*.

No, I *did not see* Peter yesterday.

No, I *didn't*.

Did she go to the movies last night?

Yes, she *went* to the movies last night.

Yes, she *did*.

No, she *did not go* to the movies last night.

No, she *didn't*.

Did the teacher give an examination last week?

Yes, the teacher *gave* an examination last week.

Yes, he *did*.

No, the teacher *did not give* an examination last week.

No, he *didn't*.

Did you *understand* the explanation?

Yes, I *understood* the explanation.

Yes, I did.

No, I did not understand the explanation.

No, I didn't.

Did they *do* their homework yesterday?

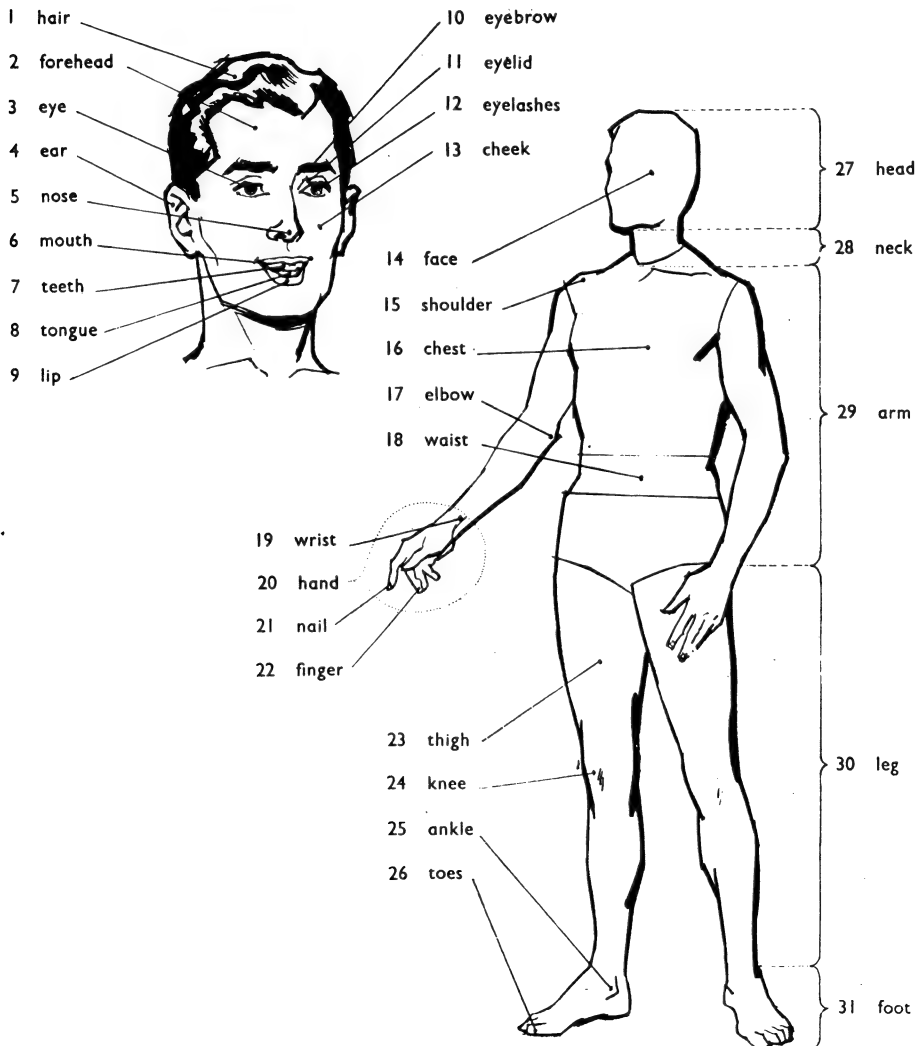
Yes, they *did* their homework yesterday.

Yes, they did.

No, they did not do their homework yesterday.

No, they didn't.

Parts of the Body



1. hair	[hæə(r)]	17. elbow	['elbəu]
2. forehead	['forid]	18. waist	[weist]
3. eye	[ai]	19. wrist	[rist]
4. ear	[iə(r)]	20. hand	[hand]
5. nose	[nəuz]	21. nail	[neil]
6. mouth	[mauθ]	22. finger	['fingə(r)]
7. teeth	[ti:θ]	23. thigh	[θai]
8. tongue	[tʌŋ]	24. knee	[ni:]
9. lip	[lip]	25. ankle	['aŋkl]
10. eyebrow	['aibrau]	26. toes	[təuz]
11. eyelid	['ailid]	27. head	[hed]
12. eyelashes	['ailəʃiz]	28. neck	[nek]
13. cheek	[tʃi:k]	29. arm	[a:m]
14. face	[feis]	30. leg	[leg]
15. shoulder	['ʃəuldə(r)]		
16. chest	[tʃest]	31. foot, (feet)	[fut], [fi:t]

GRAMMATICAL EXPLANATIONS

La forma interrogativa y negativa de los Tiempos Simples de los verbos ingleses. "Simple Past" (continuación):

b) Los verbos que no son *to be*, *to have* o *defectivo*, es decir, todos los otros *verbos completos normales*, necesitan la ayuda del verbo auxiliar completo—*to do* (su forma *did*)—para hacer la interrogativa y negativa del *Simple Past*.

NOTA.—Ya sabemos que las formas auxiliares (*do*, *does*, *did*) no se traducen.

Affirmative	Interrogative	Negative	Interrogative-negative
<i>I wrote</i>	<i>did I write?</i>	<i>I did not write</i>	<i>did I not write?</i>
<i>he wrote</i>	<i>did he write?</i>	<i>he did not write</i>	<i>did he not write?</i>
<i>you spoke</i>	<i>did you speak?</i>	<i>you did not speak</i>	<i>did you not speak?</i>
<i>she spoke</i>	<i>did she speak?</i>	<i>she did not speak</i>	<i>did she not speak?</i>

Observando el cuadro anterior sacamos las consecuencias siguientes:

1.^a Usamos *did* en el pasado con todas las personas.

3.^a Es el *verbo auxiliar* el que da al verbo principal el carácter de presente o pasado, y no el verbo principal de la oración, que siempre permanece invariable cuando usamos las formas auxiliares *do, does, did* con él.

Forma afirmativa : *sujeto — verbo — complemento.*

Forma negativa : *sujeto — auxiliar — negación — verbo — complemento.*

Song



<i>to burn</i>	[bɜ:n]	=	quemar, arder
<i>to fetch</i>	[fetʃ]	=	traer, ir a buscar
<i>engine</i>	[ˈendʒɪn]	=	aparato, máquina
<i>fire</i>	[ˈfaɪə(r)]	=	fuego
<i>to pour</i>	[pɔ:(r)]	=	verter, echar

EXERCISES

a) *Answer the following questions on the Reading:*

- | | |
|--------------------------------|---|
| 1. When did Jane give a party? | 8. Who played the guitar? |
| 2. What did she want to do? | 9. Did they all eat a lot? |
| 3. Who came early? | 10. Was Jane happy? |
| 4. Do you like parties? | 11. Who did Jane introduce to her mother? |
| 5. When do you give parties? | 12. What did Hugh and Mr. Wilson speak about? |
| 6. Did May know Harry? | |
| 7. What did Hugh give Jane? | |

b) *Make these sentences, first interrogative and then, negative:*

Ex.: *Does it rain every night now?*

No, it doesn't rain every night now.

- | | |
|--------------------------------------|---|
| 1. It rains every night now. | 10. He watches television every night. |
| 2. He calls Peter in the morning. | 11. She buys a dress every month. |
| 3. You do it every afternoon. | 12. She helps my mother in the morning. |
| 4. My cat sits here every day. | 13. They love their mother. |
| 5. The boys sleep in this room. | 14. My brother studies in the evening. |
| 6. Henry walks to school every day. | 15. She kisses her mother good night. |
| 7. I go to his office every Tuesday. | |
| 8. He tells stories every evening. | |
| 9. Mary does her homework every day. | |

c) *Make these sentences interrogative and negative:*

Ex.: *Was the house very small?*

No, the house wasn't very small.

- | | |
|--------------------------------------|------------------------------------|
| 1. The house was very small. | 6. He was here last week. |
| 2. They had your books there. | 7. Henry was in London last month. |
| 3. He had an answer to the question. | 8. It was your cat. |
| 4. They were good students. | 9. They were at home yesterday. |
| 5. It was very good for David. | 10. The work was very hard. |

d) *Translate these sentences into English:*

- | | |
|---|---|
| 1. Eran mis hermanos. | 7. Ella estuvo en mi casa ayer. |
| 2. La lección no fue difícil. | 8. ¿Estuvieron los niños en el parque? |
| 3. ¿Tenía él tus libros? | 9. ¿Tuvisteis un examen la semana pasada? |
| 4. El Sr. West no estaba en casa. | 10. ¿Estuvo Henry con mi amigo? |
| 5. ¿Tienes tú mi regalo? | |
| 6. Todas las ventanas estaban abiertas. | |

PRONUNCIATION EXERCISE

- | | |
|-------------------------------------|---------------------------------|
| 1. I always walk (o:) to work (ə:). | 4. I was called (o:) yesterday. |
| 2. She is washing (f) the baby. | 5. I was cold (əu) yesterday. |
| 3. She is watching (tʃ) the baby. | 6. My hair (eə) is here (iə). |

LESSON TWENTY - THREE

Are you **looking** at me? ↗

Yes, I'm **looking** at you. ↘

Conversation



Jane is speaking with her friend Nan about the party she gave last night. Nan did not go to the party.

Jane: I had a party last night.

Nan: Was it a good party?

Jane: Yes, it was a lovely party.

Nan: Was Hugh there?

Jane: Yes, he came early.

Nan: Did Hugh bring you anything?

Jane: Yes, he gave me a present. He gave me a bottle of French perfume.

Nan: Were there many guests?

Jane: Yes, there were quite a lot, about twenty, and my three brothers, my father and my mother were also there.

Nan: What did you give them to eat?

Jane: We gave them sandwiches.

Nan: What did Hugh drink?

Jane: We gave him beer to drink, but I also saw him drink some whisky.

Nan: What did your mother drink?

Jane: We gave her orange-juice.

Nan: What did you drink?

Jane: I drank very little. I only had a glass of beer, because I was very busy. Why didn't you come?

Nan: I was very tired last night, and I went to bed early.

NEW WORDS

<i>me</i>	[mi:]	<i>orange-juice</i>	[ˈɒrɪndʒdʒu:s]
<i>lovely</i>	[ˈlʌvli]	<i>busy</i>	[ˈbɪzi]
<i>came</i>	[keɪm]	<i>why</i>	[waɪ]
<i>to bring</i>	[brɪŋ]	<i>same</i>	[seɪm]
<i>anything</i>	[ˈeniθɪŋ]	<i>him</i>	[hɪm]
<i>perfume</i>	[ˈpə:fju:m]	<i>her</i>	[hə:(r)]
<i>guest</i>	[gest]	<i>us</i>	[ʌs]
<i>quite a lot</i>	[ˈkwaɪt əˈlɒt]	<i>only</i>	[ˈəʊnli]
<i>them</i>	[ðem/ðəm]	<i>sweets</i>	[swi:ts]
<i>sandwiches</i>	[ˈsænwɪdʒɪz]	<i>rabbit</i>	[ˈræbɪt]
<i>beer</i>	[biə(r)]	<i>to cook</i>	[kʊk]
<i>whisky</i>	[ˈwɪski]	<i>once</i>	[wʌns]

ME, YOU, HIM, HER, IT, US, THEM



James and *I* work in the same office.

Yes, I work with him and he works with *me*.

We see *you and Tom* from the window.

Yes, we see *you* from the window.



Henry is speaking to *the teacher*.

Yes, he is speaking to *him*.

Mary is playing with *Helen*.

Yes, she is playing with *her*.



This boy is hitting *the donkey*.

Yes, he is hitting *it*.

Our teacher teaches *Roger and me* English.

Now he is teaching *us*.



The woman is opening *the windows*.

Yes, she is opening *them*.

GRAMMATICAL EXPLANATIONS

Los pronombres personales objeto.—A los pronombres personales, *caso nominativo*, de la columna de la izquierda (en el cuadro que figura a continuación) que son los mismos pronombres que ya vimos en la página 44, corresponden los pronombres personales *objeto o complemento*, que son los de la derecha de este mismo cuadro.

Se les llama *pronombres objetivos o complementarios*, porque se ponen en lugar del objeto gramatical o complemento en la oración.

<i>Subject</i>		<i>Object</i>	
I	= yo	ME	[mi:] = me, a mí.
you	= tú	YOU	[ju:] = te, a ti, le, lo, la, a usted.
he	= él	HIM	[him] = le, lo, a él.
she	= ella	HER	[hə:(r)] = la, le, a ella.
it	= ello (no person...)	IT	[it] = lo, la, le, a él, a ella (no personal).
we	= nosotros, nosotras	US	[As] = nos, a nosotros, a nosotras.
you	= vosotros, as, ustedes	YOU	[ju:] = os, los, les, las, a ustedes, a vosotros, a vosotras.
they	= ellos, ellas	THEM	[ðem] = les, los, las, a ellos, a ellas.

Obsérvense los siguientes ejemplos:

I am here, he sees <i>me</i>	= yo estoy aquí, él me ve.
You are here, I see <i>you</i>	= tú estás aquí, yo te veo.
He is here, we see <i>him</i>	= él está aquí, nosotros le vemos.
She is here, we see <i>her</i>	= ella está aquí, nosotros la vemos.
The book is good, she bought <i>it</i>	= el libro es bueno, ella lo compró.
We live here, they know <i>us</i>	= nosotros vivimos aquí, ellos nos conocen.
They are there, we see <i>them</i>	= ellos están allí, nosotros les vemos.

NOTA.—Se habrá observado que los pronombres personales *objeto*, en inglés, *van detrás del verbo* y nunca le preceden, como sucede en castellano.

Pronombres personales precedidos de preposiciones.—En inglés, toda preposición *rige al pronombre en caso objetivo*. Quiere esto decir que toda preposición colocada delante de un pronombre hace que éste pase automáticamente a estar en el *caso objetivo*.

He lives <i>with us</i>	= <i>él vive con nosotros.</i>
I'm looking <i>at them</i>	= <i>yo los estoy mirando.</i>
The book is <i>for him</i>	= <i>el libro es para él.</i>
My friend danced <i>with her</i>	= <i>mi amigo bailó con ella.</i>
The letter was written <i>by me</i>	= <i>la carta fue escrita por mí.</i>
We are tired <i>of you</i>	= <i>estamos cansados de ustedes.</i>
He gave it <i>to us</i>	= <i>él nos lo dio.</i>

Observación sobre el plural de "he", "she", "it".

he, she, it en el plural, se transforman en *they*.
him, her, it, en el plural, se transforman en *them*.

Por tanto, no importa que estos pronombres, en el singular, sean masculinos, femeninos o neutros:

<i>He</i> is my brother; I love <i>him</i>	= <i>They</i> are my brothers; I love <i>them</i> .
<i>She</i> is my sister; I love <i>her</i>	= <i>They</i> are my sisters; I love <i>them</i> .
<i>It</i> is my book; I bought <i>it</i>	= <i>They</i> are my books; I bought <i>them</i> .

EXERCISES

a) *Answer the following questions on the Conversation:*

- Who is Jane speaking with?
- When did Jane give her party?
- Did Hugh bring her anything?
- How many guests were there?
- What did Jane give them to eat?
- What did she give them to drink?
- What did she give Hugh to drink?
- What did she see him drink?
- Did her mother drink whisky?
- Was it a good party?
- Who only had a glass of beer?
- When did Nan go to bed?

b) Say these sentences as in the example:

Ex.: Mr. Brown writes books = He writes them.

- | | |
|--|--|
| 1. Mary is doing <i>her</i> homework. | 7. The girl is opening <i>the</i> doors. |
| 2. The children are playing with Henry. | 8. The students are cleaning <i>the</i> desks. |
| 3. The pupil is listening to <i>the</i> teacher. | 9. Eric sees you and <i>the</i> girl. |
| 4. The dog is biting <i>the</i> cats. | 10. The boy is showing <i>the</i> roses to Mary. |
| 5. Mary and you know <i>the</i> woman. | 11. The sweets are for you and <i>me</i> . |
| 6. Roger studies with Paul and <i>me</i> . | 12. Mrs. Black is cleaning <i>the</i> room. |

c) In place of the words in italics, put the corresponding personal pronouns:

Ex.: They live with *her*.

- | | |
|--|---|
| 1. Jane and May live with Mrs. White. | 10. Tom, Peter and Ruth went to see Hazel. |
| 2. Mr. Penn knows Margaret and me. | 11. Alice and I gave the pens to Mary. |
| 3. The hen lived with the rabbits. | 12. The birds were with the ducks. |
| 4. The boy sent the roses to Sandy. | 13. The man wrote the story for Faith and me. |
| 5. Tom and his father cooked the food. | 14. Ralph is in the lane with the horses. |
| 6. You and Peter made the hole. | 15. You and your friend saw the bear. |
| 7. Helen and I gave the books to the boy. | 16. My brother called this boy once. |
| 8. Did Mr. Poser and Paul send the presents to the children? | 17. Mrs. White took Margaret to school. |
| 9. He studies with me and this boy. | |

d) Translate these sentences into English:

- | | |
|------------------------|----------------------------------|
| 1. El no los envió. | 6. El muchacho las vio con él. |
| 2. Tú los conoces. | 7. El gato me mordió. |
| 3. Ellos no nos ven. | 8. ¿Te ayudó Pedro? |
| 4. ¿Lo compraste ayer? | 9. Ellos nos llamaron dos veces. |
| 5. Ella no lo dibujó. | 10. El los cerró con esta llave. |

PRONUNCIATION EXERCISE

Hágase la diferencia entre las palabras siguientes:

- | | | |
|---------------|---------------|-----------------|
| 1) saw (so:) | 3) your (jo:) | 5) doors (do:z) |
| so (səu) | you (ju:) | dogs (dogz) |
| show (fəu) | you're (juə) | |
| 2) when (wen) | 4) me (i:) | 6) eat (i:t) |
| went (went) | my (ai) | it (it) |

LESSON TWENTY - FOUR

What is she going to do?↘

She is **going to buy some fruit.**↘

Conversation



Jane: Mummy, I'm hungry.

Mrs. Wilson: All right, I'm going to cook lunch now.

Jane: Good, and I'm going to help you.

Mrs. Wilson: No, I'm going to do it alone.

Jane: All right, then. I'm going to lay the table. What are we going to have for lunch?

Mrs. Wilson: I'm going to make an omelette.

Jane: That's good. I like omelettes.

Mrs. Wilson: And afterwards we are going to have some bread and cheese and some fruit.

Jane: What are we going to have to drink?
Mrs. Wilson: I'm going to have a cup of tea after lunch.
Jane: What are you going to do after lunch?
Mrs. Wilson: I'm going to stay at home and do some work. What are you going to do?
Jane: I'm going to wait for Hugh. He is going to take me for a walk.
Mrs. Wilson: What time is he coming?
Jane: He is coming at three o'clock.
Mrs. Wilson: What are you going to do after the walk?
Jane: We are going to have tea out and then we are going to watch television.

NEW WORDS

<i>going to</i>	[ˈgoɪŋ tu]	<i>to water</i>	[ˈwo:tə(r)]
<i>to buy</i>	[baɪ]	<i>to cross</i>	[kros]
<i>fruit</i>	[fru:t]	<i>to happen</i>	[ˈhəpən]
<i>mummy</i>	[ˈmami]	<i>to feed</i>	[fi:d]
<i>to be hungry</i>	[ˈbi:ˈhʌŋɡri]	<i>chicken</i>	[ˈtʃɪkɪn]
<i>alone</i>	[əˈləʊn]	<i>mountain</i>	[ˈmaʊntɪn]
<i>to lay the table</i>	[ˈlei ðə ˈteɪbl]	<i>bought</i>	[bo:t]
<i>omelette</i>	[ˈomlɪt]	<i>to become</i>	[biˈkʌm]
<i>afterwards</i>	[ˈɑ:ftəˈwɜ:dz]	<i>to brush</i>	[brʌʃ]
<i>cheese</i>	[tʃi:z]	<i>hard</i>	[hɑ:d]
<i>to stay</i>	[steɪ]	<i>to shut</i>	[ʃʌt]
<i>to wait</i>	[weɪt]	<i>ring</i>	[rɪŋ]
<i>to take</i>	[teɪk]	<i>dentist</i>	[ˈdentɪst]

GOING TO.....



What is *he* going to do?
He is going to open the window.

What is that boy going to do?

The boy is going to ride on the horse.

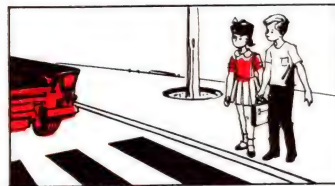


What are they going to do?

They are going to water the flowers.

What are the children going to do?

They are going to cross the street.



What is going to happen?

It is going to rain soon.

What is Mrs. White going to do?

She is going to feed her chickens.



Food and Drinks





- | | | | |
|--------------|--------------|----------------|---------------|
| 1. bread | [bred] | 11. omelette | [ˈomlit] |
| 2. sugar | [ˈfugə(r)] | 12. fish | [fiʃ] |
| 3. butter | [ˈbʌtə(r)] | 13. meat | [mi:t] |
| 4. biscuits | [ˈbiskits] | 14. soup | [su:p] |
| 5. toast | [təʊst] | 15. vegetables | [ˈvedʒitəblz] |
| 6. fruit | [fru:t] | 16. cheese | [tʃi:z] |
| 7. cake | [keik] | 17. grapes | [greips] |
| 8. marmalade | [ˈma:məleid] | 18. apples | [ˈaplz] |
| 9. eggs | [egz] | 19. oranges | [ˈorindʒiz] |
| 10. bacon | [ˈbeikən] | | |

- 20. water [ˈwo:tə(r)]
- 21. wine [wain]
- 22. coffee [ˈkofi]
- 23. tea [ti:]

- 24. milk [milk]
- 25. beer [biə(r)]
- 26. orange juice [ˈorindʒdʒu:s]
- 27. ham [ham]

GRAMMATICAL EXPLANATIONS

“To be going” (*I’m going, you’re going, he’s going, she’s going, it’s going, we’re going, they’re going*), más el infinitivo del verbo principal, es la forma más común de expresar futuridad en inglés denotando: *intención, probabilidad, seguridad*. (Más adelante hablaremos sobre el futuro con *shall* y *will*.)

EXERCISES

a) *Answer the following questions on the Conversation:*

- | | |
|---|--|
| <ul style="list-style-type: none"> 1. Who is hungry? 2. Who is going to cook lunch? 3. Is Jane going to help her mother? 4. Is Mrs. Wilson going to lay the table? 5. What are they going to have for lunch? 6. What is Mrs. Wilson going to make for lunch? 7. Do you like omelettes? | <ul style="list-style-type: none"> 8. What are they going to have after the omelette? 9. What is Mrs. Wilson going to drink? 10. What is Mrs. Wilson going to do after lunch? 11. What is Hugh going to do? 12. What are they going to do after the walk? |
|---|--|

b) *Change these sentences as in the example:*

Ex.: *They arrived late:*

- 1. *He is (He’s) going to arrive late.*
- 2. *Is he going to arrive late?*
- 3. *He is (He’s) not going to arrive late.*

- | | |
|--|--|
| <ul style="list-style-type: none"> 1. It is raining in the mountains. 2. He is studying English in his room. | <ul style="list-style-type: none"> 3. Henry is talking to the teacher. 4. You gave him a book. 5. They bought a pretty house. |
|--|--|

- | | |
|---------------------------------------|----------------------------------|
| 6. They saw Mr. and Mrs. White. | 18. He is walking to school. |
| 7. The boy studied his lessons. | 19. The students worked hard. |
| 8. We listened to the news. | 20. You answered the questions. |
| 9. She stayed with us. | 21. Mr. Brown got a new car. |
| 10. The girl showed me her exercise. | 22. The cat drank its milk. |
| 11. He wrote a letter. | 23. He married a pretty girl. |
| 12. They took us home. | 24. David brushed his coat. |
| 13. Henry told them a story. | 25. They opened the windows. |
| 14. The teacher spoke to your father. | 26. It rained very hard. |
| 15. He became a dentist. | 27. The woman cleaned the house. |
| 16. They are talking to Peter. | 28. They lived in this city. |
| 17. We are having an examination. | 29. She helped her brother. |
| | 30. Helen erased the blackboard. |

c) *Answer these questions affirmatively and negatively:*

Ex.: Did Gerald put the books here?

Yes, he put the books here.

Yes, he did.

No, he didn't put the books here.

No, he didn't.

- | | |
|---|---|
| 1. Did they arrive at ten o'clock? | 13. Did you study your lesson last night? |
| 2. Did the boy eat the food? | 14. Did the cat sit on your bed? |
| 3. Did you live in this city? | 15. Did the boys read the story? |
| 4. Did the woman wash the shirt? | 16. Did she kiss her mother good night? |
| 5. Did he walk with Margaret yesterday? | 17. Did Henry show David my exercise? |
| 6. Did you shut the door last night? | 18. Did they come by plane? |
| 7. Did your father write the story? | 19. Did they go to the park last Sunday? |
| 8. Did they sleep well last night? | 20. Did Paul write on my book? |
| 9. Did you listen to the news? | |
| 10. Did they thank the woman? | |
| 11. Did the dog bite the cat? | |
| 12. Did the girl speak in English? | |

d) *In place of the words in italics put in the corresponding personal pronouns:*

- | | |
|---|--|
| 1. <i>He and Mr. White</i> gave the ring to the girl. | 2. Did <i>Paul</i> show his exercise to the teacher? |
|---|--|

- | | |
|--|---|
| 3. <i>The boys saw the donkeys in the field.</i> | 8. <i>Helen saw Peter and me with Daisy.</i> |
| 4. <i>The dog saved Mr. West.</i> | 9. <i>He was with you and Ann in the park.</i> |
| 5. <i>The newspapers are for Mr. Black.</i> | 10. <i>They live near your friend.</i> |
| 6. <i>Has Betty seen Grace and Emily?</i> | 11. <i>Did this man see John and me with you and David?</i> |
| 7. <i>The little cat bit the little boy.</i> | |

PRONUNCIATION EXERCISE

Los pronombres personales no se acentúan normalmente. Díganse las frases siguientes acentuando fuertemente el verbo y diciendo los pronombres junto con el verbo.

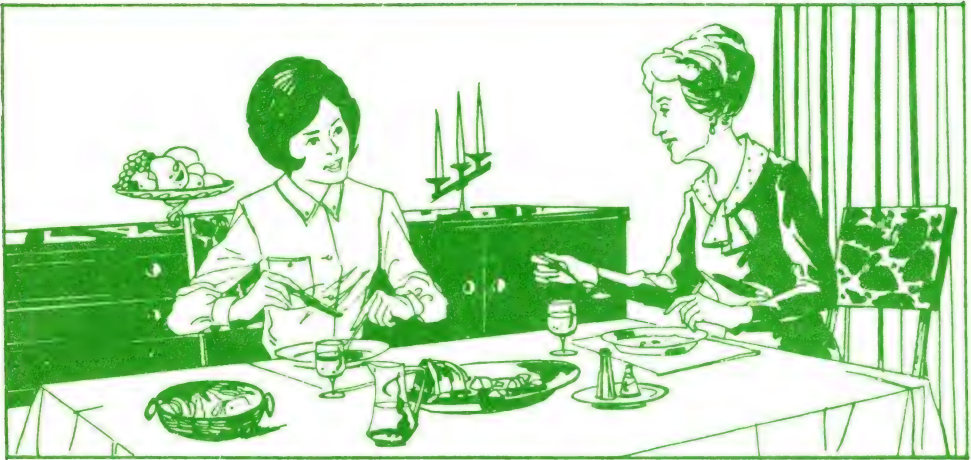
- | | |
|---|--|
| 1. I saw it. | 6. Did you study it? |
| 2. I have seen her. | 7. I thank him. |
| 3. He gave her the ring . | 8. She cleaned it. |
| 4. I'm going to do it. | 9. I listened to it. |
| 5. They wrote it. | 10. I'm not going to eat it. |

LESSON TWENTY - FIVE

When did you **go** for a **walk**? ↘

I **went** for a **walk** yesterday. ↘

Conversation



Jane and her mother are having their lunch.

Mrs. Wilson: Do you really want to marry Hugh?

Jane: I don't really know.

Mrs. Wilson: When did he ask you to marry him?

Jane: He asked me last week after the party.

Mrs. Wilson: What did you answer?

Jane: I asked for some time to think about it.

Mrs. Wilson: Do you love him?

Jane: I think I do.

Mrs. Wilson: Does he love you?
Jane: Yes. He loves me very much, and he is a very nice man.
Mrs. Wilson: How much money does he earn?
Jane: That's the trouble. He doesn't earn very much, but he has a very nice house, and he doesn't pay any rent because the house is his.
Mrs. Wilson: How many rooms are there in his house?
Jane: About five or six.
Mrs. Wilson: Why don't you want to marry him?
Jane: Because I don't want to live with his mother.
Mrs. Wilson: How is she?
Jane: She is not very well, and I don't like looking after old people.

NEW WORDS

<i>when</i>	[wen]	<i>to fail</i>	[feil]
<i>to think</i>	[θɪŋk]	<i>to be over</i>	['bi: 'əʊvə(r)]
<i>how much</i>	['hau 'mʌtʃ]	<i>to laugh</i>	[la:f]
<i>to earn</i>	[ə:n]	<i>dollar</i>	['dɒlə(r)]
<i>trouble</i>	['trʌbl]	<i>money</i>	['mʌni]
<i>rent</i>	[rent]	<i>absent</i>	['absənt]
<i>to pay</i>	[pei]	<i>none</i>	[nʌn]
<i>to look after</i>	['lʊk 'ɑ:ftə(r)]	<i>to feel</i>	[fi:l]
<i>where</i>	[wɛə(r)]	<i>nursery</i>	['nʌ:sri]
<i>how</i>	[hau]	<i>rhyme</i>	[raim]
<i>to leave</i>	[li:v]	<i>kilo</i>	['ki:ləʊ]
<i>sad</i>	[səd]	<i>bus</i>	[bʌs]

WHEN...? WHERE...? HOW...? WHY...?

HOW MUCH...? HOW MANY...?

<i>When</i> did you buy the car?	Last month.
When are they going to come?	Next week.
When is he going to write to her?	Tomorrow.
When does she study?	In the morning.

Where are you going?
 Where are my books?
 Where does he live?
 Where is Roger?

How is your brother?
 How do you do it?
 How are you going to open the door?
 How is he going to New York?

Why are you going to leave?
 Why is she sad?
 Why do they close their books?
 Why is he laughing?

How much is this watch?
 How much do you ask for it?
 How much did they pay there?
 How much does he earn?

How many are you going to buy?
 How many did he see?
 How many were absent?
 How many is he going to give us?

To see my friend.
 On my desk.
 In London.
 In class.

He is ill.
 With this pen.
 With this key.
 By plane.

Because it is late.
 Because she failed in her examination.
 Because the lesson is over.
 Because he is happy.

Twenty dollars.
 Very little money.
 Fifteen dollars.
 A lot of money.

Only four.
 Two.
 Seven.
 None.

Nursery Rhyme

One, two, three, four, five,
 Once I caught a fish alive.
 Six, seven, eight, nine, ten,
 Then I let it go again.
 Why did you let it go?
 Because it bit my finger so.
 Which finger did it bite?
 The little finger on the right.

<i>caught</i>	[ko:t]	= atrapé
<i>alive</i>	[ə'laiv]	= vivo
<i>let it go</i>	['let it 'gəu]	= lo solté
<i>because</i>	[bi'koz]	= porque
<i>so</i>	[səu]	= así, tanto
<i>which?</i>	[witʃ]	= ¿cuál?

EXERCISES

a) *Answer the following questions on the Conversation:*

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. What are Jane and her mother doing? 2. What are they talking about? 3. Who wants to marry Jane? 4. When did he ask her? 5. Does she want to marry him? 6. What did Jane answer him when he asked her? | <ol style="list-style-type: none"> 7. Does Hugh earn a lot of money? 8. Why doesn't Hugh pay any rent? 9. Why doesn't Jane want to marry Hugh? 10. How is Mrs. Carter? 11. Does Jane love Hugh? 12. When did Hugh ask Jane to marry him? |
|---|--|

b) *Form questions to which the following sentences are answers:*

Ex.: She is going to arrive at six o'clock. (when)

When is she going to arrive?

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. They were here yesterday. (when) 2. He did it with my help. (how) 3. He is in bed because he is ill. (why) 4. She is feeling well. (how) 5. They bought a kilo. (how much) 6. There are four pupils. (how many) 7. She paid ten dollars. (how much) 8. He is going to write tomorrow. (when) 9. Your books were on that table. (where) 10. Henry arrived last week. (when) | <ol style="list-style-type: none"> 11. He wrote it with this pencil. (how) 12. Harold is coming tomorrow. (when) 13. There are ten boys in the yard. (how many) 14. They are going by bus. (how) 15. He is here because it's raining. (why) 16. The eraser is there. (where) 17. He left last Sunday. (when) 18. She has four brothers. (how many) 19. They live in London. (where) 20. The cat is sleeping here. (where) |
|--|---|

c) *Translate these sentences into English:*

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. ¿Cuánto es? 2. ¿Por qué estás aquí? 3. ¿Cuántos tenías aquel día? 4. ¿Cómo viniste aquí? 5. ¿Cuándo hiciste la tarea? 6. ¿Dónde aprendiste inglés? | <ol style="list-style-type: none"> 7. ¿Cuántos caballos había en la granja? 8. ¿Cómo fuiste a Buenos Aires? 9. ¿Por qué me llamaste? 10. ¿Cuándo enviaste el dinero? 11. ¿Dónde trabaja él ahora? 12. ¿Cuánto diste por ello? |
|--|---|

d) *Make these sentences interrogative and negative:*

Ex.: *Does she see Margaret from here?*

No, she doesn't see Margaret from here.

- | | |
|--|---|
| 1. She sees Margaret from here. | 9. Henry studied with my brother. |
| 2. They have a new car. | 10. Mr. Brown lived here for two years. |
| 3. Henry goes there every day. | 11. The man helped the poor woman. |
| 4. It rained very hard last night. | 12. It was raining in the morning. |
| 5. He put it there. | 13. The boy told a pretty story. |
| 6. They were his brothers. | 14. It was in the water. |
| 7. Ruth was doing her homework. | |
| 8. He opens the windows every morning. | |

PRONUNCIATION EXERCISE

Los artículos no llevan acento en inglés, por regla general. A continuación presentamos un ejercicio en el que es necesario no acentuar los artículos, que van dichos con los sustantivos, ni tampoco los pronombres personales (lo que se vio en la lección anterior).

- | | |
|---|---|
| 1. He gave him the book . | 7. What did Jane answer him when he asked her? |
| 2. They are going by bus . | 8. There are ten chairs in the room . |
| 3. He lives in London . | 9. The dog is here . |
| 4. They are in the room . | 10. My car is in the garage . |
| 5. I see her in the car . | |
| 6. The book is on the table . | |

LESSON TWENTY - SIX

Who went to Paris? \

Henry went to Paris. \

Conversation



Jane and her mother are in the sitting-room. They are having tea after their lunch.

Jane: Who is coming to visit us?

Mrs. Wilson: Your uncle is.

Jane: Whose uncle? I don't know him.

Mrs. Wilson: Of course you don't. He lives in Patagonia.

Jane: Where is Patagonia?

Mrs. Wilson: It is in the south of Argentina.

Jane: What is Patagonia like?

Mrs. Wilson: It's very green and beautiful.
Jane: Is my uncle rich?
Mrs. Wilson: No, I don't think he is. He had a lot of money but he lost it two years ago when he was in Buenos Aires. He had a lot of sheep but they all died.
Jane: What is his name?
Mrs. Wilson: His name is Roger.
Jane: Whose brother is he? Is he yours?
Mrs. Wilson: Yes, he is my brother.
Jane: Who is he like?
Mrs. Wilson: I think he is like me.
Jane: When is he coming?
Mrs. Wilson: He is coming next week.

NEW WORDS

<i>who</i>	[hu:]	<i>ago</i>	[ə'gəu]
<i>Paris</i>	[ˈpɑːs]	<i>sheep</i>	[ʃi:p]
<i>sitting-room</i>	[ˈsɪtɪŋ rum]	<i>to die</i>	[daɪ]
<i>uncle</i>	[ˈʌŋkl]	<i>died</i>	[daɪd]
<i>of course</i>	[əv'ko:s]	<i>name</i>	[neɪm]
<i>Patagonia</i>	[pəˈtəʒəniə]	<i>whose</i>	[hu:z]
<i>south</i>	[saʊθ]	<i>who is he like?</i>	[ˈhu: ɪz hi ˈlaɪk?]
<i>Argentina</i>	[ɑːdʒən'ti:nə]	<i>what is it like?</i>	[ˈwɒt ɪz ɪt ˈlaɪk?]
<i>green</i>	[ɡri:n]	<i>whom</i>	[hu:m]
<i>beautiful</i>	[ˈbjʊ:tɪfʊl]	<i>better</i>	[ˈbetə(r)]
<i>lost</i>	[lɒst]	<i>to send</i>	[send]
<i>year</i>	[jiə(r)]	<i>to lose</i>	[lu:z]
		<i>easily</i>	[ˈi:zɪli]

WHAT...? WHO...? WHOM...? WHOSE...? WHICH...?

What is she doing now?
 What is there in the box?
 What is she like?
 What was his name?

She is writing.
 My pencil.
 She is very pretty.
 William.

<i>Who</i> lives in this house?	My friend Richard.
Who is doing his homework?	Margaret.
Who is speaking English?	That boy.
Who went to Paris?	Henry.
<i>Whom</i> does she know here?	Hugh.
Whom did you meet yesterday?	Doreen.
<i>Whose</i> are those beautiful pictures?	They are my friend's.
Whose car is this?	It is Mr. Hepson's.
<i>Which</i> book is Henry's?	The red one.
Which of the boys is your brother?	The tall one.

GRAMMATICAL EXPLANATIONS

En las páginas anteriores hemos visto el uso de los *adverbios de interrogación* y el de los *pronombres interrogativos*. Estos adverbios y pronombres se emplean para hacer preguntas y, por lo tanto, siempre inician una oración.

El significado de los *adverbios de interrogación* es el siguiente:

<i>When?</i>	[wen]	= ¿cuándo?
<i>Where?</i>	[weə(r)]	= ¿dónde?
<i>How?</i>	[hau]	= ¿cómo?
<i>Why?</i>	[wai]	= ¿por qué?
<i>How much?</i>	['hau 'mʌtʃ]	= ¿cuánto?
<i>How many?</i>	['hau 'meni]	= ¿cuántos?, ¿cuántas?

El significado de los *pronombres interrogativos* es el siguiente:

<i>What?</i>	[wɒt]	= ¿qué?, ¿cómo?, ¿cuál?
<i>Who?</i>	[hu:]	= ¿quién?, ¿quiénes?
<i>Whom?</i>	[hu:m]	= ¿a quién?, ¿a quiénes?
<i>Whose?</i>	[hu:z]	= ¿de quién?, ¿de quiénes?
<i>Which?</i>	[wɪtʃ]	= ¿cuál?, ¿cuáles?

OBSERVACIÓN.—Cuando un pronombre interrogativo, adverbio o frase interrogativa hace de sujeto en la oración, el verbo *no necesita* ser auxiliado con *do*, *does*, *did*. Tampoco hay inversión en los tiempos compuestos.

Pero cuando ese pronombre, adverbio o frase interrogativa *no es* el sujeto de la oración, *sí es necesario* auxiliarlo con *do, does, did*, si se trata de tiempos simples y el verbo es uno de los que requieren dichas formas auxiliares en la interrogativa y negativa. Y tratándose de tiempos compuestos, *sí hay inversión* entre el sujeto y el verbo:

<i>Who</i> watered the garden?	= ¿Quién regó el jardín?
With whom <i>did you</i> water the garden?	= ¿Con quién regaste el jardín?
<i>How many persons</i> speak English here?	= ¿Cuántas personas hablan inglés aquí?
How many persons <i>do you</i> know here?	= ¿Cuántas personas conoces aquí?
<i>What</i> has fallen from the window?	= ¿Qué ha caído de la ventana?
What <i>have you</i> bought for her?	= ¿Qué has comprado para ella?

NOTA.—Los pronombres interrogativos: *who, whom, what, which*, hacen también funciones de *pronombres relativos*, y son *los mismos*. Nó obstante, el significado de *what, whose, which* es distinto:

This is the man <i>who/that</i> came yesterday	= Este es el hombre que vino ayer.
That is the girl <i>whom/that</i> they know	= Esa es la muchacha que ellos conocen.
Yes, that is <i>what</i> he said	= Sí, esto es lo que él dijo.
She is the woman <i>whose</i> son I teach	= Ella es la mujer a cuyo hijo yo enseño.
The pen <i>which/that</i> is on the table is mine	= La pluma que está en la mesa es mía.

Para un estudio amplio de los *pronombres relativos e interrogativos*, véase el libro segundo de esta obra.

EXERCISES

a) *Answer the following questions on the Conversation:*

- | | |
|-----------------------------------|-----------------------------------|
| 1. Where are Jane and her mother? | 7. What did he do with his money? |
| 2. Who is coming to visit them? | 8. Who is he like? |
| 3. Where does Roger live? | 9. Who are you like? |
| 4. Where is Patagonia? | 10. Have you an uncle? |
| 5. What is Patagonia like? | 11. Who had a lot of sheep? |
| 6. Is Roger poor? | 12. When did the sheep die? |

b) *Form questions to which the following sentences are answers:*

Ex.: Peter is singing

Who is singing? (who)

- | | |
|---|---|
| 1. He bought a hat. (what) | 9. The children are playing. (who) |
| 2. They saw their brothers. (who) | 10. This is my dog. (whose) |
| 3. The green car is better. (which) | 11. Henry wrote a story. (what) |
| 4. My books are on the table. (what) | 12. Mary is writing sentences. (who) |
| 5. His name is Charles. (what) | 13. These men live in this house. (who) |
| 6. They hid the green one. (which) | 14. This pen is Henry's. (whose) |
| 7. She has a pencil in her hand. (what) | 15. We speak English. (who) |
| 8. He is going to visit his uncle. (whom) | 16. Peter is going to answer. (who) |

c) *Put in "who", "whom", "whose", "what", "which", "when", "where", "how", "why", "how much", "how many":*

- | | |
|---|---|
| 1. — did you go with your brother? (there) | 11. — countries does he know? (four) |
| 2. — did he send the roses? (yesterday) | 12. — smells good? (this flower) |
| 3. — are you going to buy? (a book) | 13. — did your father buy the car? (last month) |
| 4. — of the two pens did you lose? (the red one) | 14. — money have you? (seven dollars) |
| 5. — was the little green car? (Peter's) | 15. — did David hear that? (he was here) |
| 6. — cleaned my shoes? (Tom) | 16. — are we going to sleep to-night? (in this house) |
| 7. — did you do it? (very easily) | 17. — did they study with you? (in London) |
| 8. — does he go there every day? (he works there) | 18. — are you working so hard? (I like it) |
| 9. — helped this poor boy? (Henry) | 19. — is he going to become rich? (soon) |
| 10. — was sleeping under the tree? (a boy) | 20. — do you know in this country? (Mr. West) |

d) *Translate these sentences into English:*

- | | |
|-----------------------------------|-----------------------------------|
| 1. ¿Cuál es tu libro? | 6. ¿A quién visitaron ellos ayer? |
| 2. ¿Quién estaba allí contigo? | 7. ¿Cuál vas a comprar? |
| 3. ¿De quién eran los guantes? | 8. ¿Quién borró la pizarra? |
| 4. ¿Quién te dijo eso? | 9. ¿A quién viste con ella? |
| 5. ¿Qué vas a hacer por la tarde? | 10. ¿Qué te enviaron ellos? |

DICTATION

Hugh asked Jane to marry him last week. He asked her after the party. Hugh doesn't earn much money. He lives with his mother in a very nice house. His mother is old and she is not very well. Jane doesn't want to live with Hugh's mother. She doesn't want to look after old people.

PRONUNCIATION EXERCISE

Los pronombres personales, los artículos y el verbo *ser* (*to be*), no se acentúan en inglés.

Practíquense las siguientes frases, acentuando enérgicamente las sílabas escritas en tipo más grueso.

- | | |
|---------------------------------------|--------------------------------------|
| 1. The boy is in the street. | 6. Peter is going to answer . |
| 2. His mother is old . | 7. It's very nice . |
| 3. I am English . | 8. That is my book . |
| 4. This is Henry's car. | 9. It's a beautiful house . |
| 5. That is a chair . | 10. When is he coming? |

LESSON TWENTY - SEVEN

Please will you **lay** the **table**? \

Of course, **Mummy**. \

Conversation



It is getting late. It is half-past eight. Jane is in the sitting-room. Mrs. Wilson is in the kitchen. She is going to cook supper. Mr. Wilson and his three sons are not going to have supper at home. They are going to have supper out. That is why Jane and her mother are going to have supper alone.

Mrs. Wilson: Jane, come here, please.

Jane: Yes, Mummy.

Mrs. Wilson: What do you want for supper?

Jane: Could I have bacon and eggs?

Mrs. Wilson: Very good. I have bacon and eggs for you. Lay the table, will you?, but don't put any bread on the table.

Jane: But I would like bread and cheese afterwards.

Mrs. Wilson: All right, but don't put any for me. And don't put any butter on the table. I don't want to eat bread and butter.

Jane: All right, then. What shall I get for you?

Mrs. Wilson: Put some tomatoes and some ham, but don't put a lot. Do you want any tomatoes?

Jane: Yes, I want two small tomatoes. Have you any lettuce?

Mrs. Wilson: Yes.

Jane: Do you want any biscuits?

Mrs. Wilson: Yes, put two biscuits for me only.

Jane: Mummy, I think you don't want to get fat.

NEW WORDS

<i>please</i>	[pli:z]	<i>ham</i>	[ham]
<i>will you?</i>	['wil ju:ʔ]	<i>lettuce</i>	['letis]
<i>kitchen</i>	['kitʃən]	<i>to get fat</i>	['get 'fat]
<i>to get late</i>	['get 'leit]	<i>to hand</i>	[hand]
<i>supper</i>	['sʌpə(r)]	<i>to stand up</i>	['stand 'ʌp]
<i>bacon</i>	['beikən]	<i>to sit down</i>	['sit 'daʊn]
<i>eggs</i>	[egz]	<i>to repeat</i>	[ri'pi:t]
<i>butter</i>	['bʌtə(r)]	<i>to spell</i>	[spel]
<i>tomatoes</i>	[tə'ma:təʊz]	<i>to excuse</i>	[iks'kju:z]

GRAMMATICAL EXPLANATIONS

PLEASE; WILL YOU; DON'T; PLEASE DON'T

El *imperativo positivo* es igual al *infinitivo del verbo* que *queramos usar*, sin "to". No lleva *pronombre* delante.

La orden, mandato o ruego que expresa el imperativo suele suavizarse con *please* [pli:z], *will you* ['wil ju:], que se colocan delante del verbo o al final de la oración.

El *imperativo negativo* de las segundas personas se forma colocando *do not* [dəʊnt] *delante del infinitivo del verbo sin "to"*.

NOTA.—Para un informe más completo sobre el *imperativo*, véase el libro 2.^o de esta obra.

EXERCISES

a) *Answer the following questions on the Conversation:*

- | | |
|---|---|
| 1. Where is Jane? | 8. How many biscuits does she want? |
| 2. Where is Mrs. Wilson? | 9. Do you like bread and cheese? |
| 3. What does Jane want for supper? | 10. Why doesn't Mrs. Wilson want to eat a lot? |
| 4. What do you like having for supper? | 11. What are Mr. Wilson and his three sons going to do? |
| 5. Do you like bacon and eggs? | 12. Who is going to have tomatoes? |
| 6. What does Jane want afterwards? | |
| 7. What does Mrs. Wilson want for supper? | |

b) *Say these sentences and understand their meaning:*

- | | |
|----------------------------------|--|
| 1. Please give me your book. | 9. Listen to him, please. |
| 2. Open the door, please. | 10. Please go to the garden. |
| 3. Hand me your ruler, will you? | 11. Will you tell me the time, please? |
| 4. Will you wait here, please? | 12. Please repeat these sentences. |
| 5. Please help your brother. | 13. Sit down, please. |
| 6. Stand up, will you? | 14. Please spell these words. |
| 7. Please listen to me. | 15. Erase the blackboard, please. |
| 8. Write these numbers, please. | 16. Excuse me, please. |

c) *Translate these sentences into English:*

- | | |
|--|--|
| 1. ¿Quieres hacerlo ahora, por favor? | 6. Por favor, repita detrás de mí. |
| 2. Alcánzame, por favor. | 7. Abra la ventana, ¿quiere? |
| 3. No te sientes aquí, por favor. | 8. No digas eso, por favor. |
| 4. Llama a mi hermano, por favor. | 9. No pongas los pies aquí, por favor. |
| 5. No escribas en mis libros, por favor. | 10. Ponte de pie y escucha. |

d) *Make these sentences interrogative and negative:*

Ex.: *Did I see your friend yesterday?*

No, I didn't see your friend yesterday.

- | | |
|-------------------------------------|---|
| 1. I saw your friend yesterday. | 9. Paul wrote the letter with this pen. |
| 2. The girl put her books here. | 10. The dog slept in the street last night. |
| 3. He works for his father. | 11. The classroom was open. |
| 4. The students were studying. | 12. They are learning English now. |
| 5. He did the exercise very well. | 13. David erased the blackboard. |
| 6. We watch television every night. | 14. He knew my old house. |
| 7. The house has a large garden. | 15. Helen sang a pretty song. |
| 8. He comes here every week. | |

PRONUNCIATION EXERCISE

I. Siguiendo con el tema de la acentuación, hagamos la siguiente clasificación:

*Palabras que no se
acentúan*

- a) pronombres personales.
- b) artículos.
- c) *to be*.
- d) *to have*.
- e) preposiciones.
- f) posesivos.

*Palabras que se
acentúan*

- a) sustantivos.
- c) verbos principales.
- d) adverbios.
- b) adjetivos.

II. Practíquense las frases siguientes:

- | | |
|--------------------------------|----------------------------------|
| 1. They come every week. | 4. I did the exercise very well. |
| 2. Paul wrote a letter to her. | 5. I saw her friend yesterday. |
| 3. They came on Monday. | |

LESSON TWENTY - EIGHT

Whose shoes are these? ↘

They're Tom's. ↘

Conversation



Jane: Whose shoes are these, Mummy?

Mrs. Wilson: I think they are Tom's. Show them to me.

Jane: Here they are, Mummy.

Mrs. Wilson: No, these aren't Tom's shoes. Tom's feet are small. These are Harry's.

Jane: Then, these socks are also Harry's.

Mrs. Wilson: No, they aren't. Harry always wears dark socks, and these are light. These are Tom's or Peter's socks.

Jane: Here are some other socks. They are dark. Are they Harry's socks?

Mrs. Wilson: No, they are your father's socks.

Jane: Whose shirt is this? Is it Peter's?
Mrs. Wilson: Yes, it is Peter's, and that shirt is Tom's. Then, this shirt is Harry's.
Jane: Then, that shirt is Daddy's.
Mrs. Wilson: Yes, that shirt is your father's and this one, too.
Jane: And that one also belongs to him.

NEW WORDS

<i>dark</i>	[da:k]	<i>ball</i>	[bo:l]
<i>light</i>	[lait]	<i>cousin</i>	['kʌzn]
<i>too</i>	[tu:]	<i>tail</i>	[teɪl]
<i>to belong</i>	[bi'lon]	<i>short</i>	[ʃo:t]

TO BELONG; ('S) (')



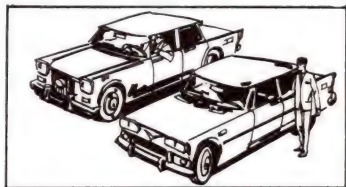
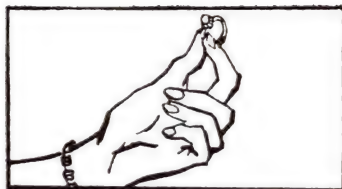
This book belongs to Alfred; so it is *Alfred's book*.

That hat belongs to the teacher so it is *the teacher's hat*.



This ball belongs to James; so it is *James's ball*.

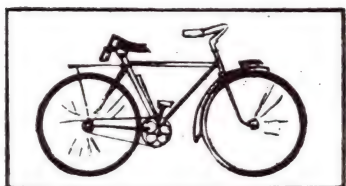
That ring belongs to the princess; so it is *the princess's ring*.



These cars belong to these men; so they are *these men's cars*.



Those watches belong to my cousins; so they are *my cousins' watches*.



This bicycle belongs to Paul and David; so it is *Paul and David's bicycle*.

Those dresses belong to Ruth and Ann; so they are *Ruth's and Ann's dresses*.



GRAMMATICAL EXPLANATIONS

1. La *inflexión del genitivo* consiste en un apóstrofe (') seguido de una "s" que se añade al nombre *en singular*.
2. Si el nombre *está en plural y acaba en "s"*, se añade solamente *el apóstrofe*.
3. Si el plural del nombre es *irregular*, lo tratamos *como si fuera singular*.
4. Si hay varios poseedores de una misma cosa, el apóstrofe y la "s" lo toma solamente *el último*.

5. Si hay varios poseedores, pero no de una misma cosa (lo poseído son varias cosas), el apóstrofe y la "s" lo toman *todos*.
6. Si el nombre del poseedor está determinado por una frase preposicional, se añade el apóstrofe y la "s" al nombre de la frase determinante.
7. Estos son *los zapatos de Pedro* y esos, *los de Juan*.

NOTA.—El genitivo anglosajón, es decir, la inflexión, se usa especialmente con los nombres de *las personas y seres animados*: animales, insectos, reptiles, peces, etc.

Ciertamente, el empleo de "of" [əv] para indicar posesión no es usual, siendo lo normal y corriente hacerlo por medio de la forma del genitivo anglosajón.

Obsérvense los ejemplos siguientes:

1.

{	Los zapatos <i>de</i> Peter	= <i>Peter's shoes</i> .
	La casa <i>de</i> (el) jardinero	= <i>The gardener's house</i> .
	La tía <i>de</i> Mr. Thomas	= <i>Mr. Thomas's aunt</i> .
	Los libros <i>de</i> James	= <i>James's books</i> .
	El sombrero <i>de</i> Charles	= <i>Charles's hat</i> .
{	El gato <i>de</i> la princesita	= <i>The little princess's cat</i> .
2.

{	Los juguetes <i>de</i> mis hermanos	= <i>My brothers' toys</i> .
	Los vestidos <i>de</i> aquellas chicas	= <i>Those girls' dresses</i> .
3.

{	La pelota <i>de</i> los niños	= <i>The children's ball</i> .
	Las corbatas <i>de</i> estos hombres	= <i>These men's ties</i> .
	Los rabos <i>de</i> estos ratones	= <i>These mice's tails</i> .
4. *El padre de* Henry y Albert = *Henry and Albert's father*.
5. *Los guantes de* Mary y de Helen = *Mary's and Helen's gloves*.
6. *El palacio de*(el) gobernador de Aridavia = *The governor of Aridavia's palace*.
7. *Estos son los zapatos de* Pedro y esos son los *de* Juan = *These are Peter's shoes and those are Tom's*.

NOTA.—Cuando en una misma oración o frase se dan dos o más genitivos, por motivo de claridad es mejor alternar el genitivo anglosajón con el normando, es decir, con el genitivo con "of".

Así: My brother's friend's dog; mejor: *The dog of my brother's friend.*

Se habrá observado también que al transformar el genitivo con "of" en genitivo anglosajón ha habido dos supresiones: *la preposición "of" y el artículo "the" que va delante de la cosa poseída.*

Igualmente observamos que en el genitivo anglosajón *el nombre del poseedor va delante de la cosa poseída.*

OBSERVACIÓN.—Los nombres de *las cosas inanimadas y plantas no toman*, generalmente, la inflexión del genitivo anglosajón.

Así: *The leaves of this tree are red;*
y no: *This tree's leaves are red.*

Sin embargo, la inflexión del genitivo anglosajón se usa también en algunos otros casos:

1. *Para medir el espacio o tiempo:* A two weeks' holiday.
2. *Especificando peso o valor:* Give me a dollar's-worth of apples.
3. *Con ciertos objetos de la Naturaleza y puntos comunes geográficos, y otros que el uso ha consagrado como tales:* The moon's silver light; the earth's surface, etc., etc.
4. *Para indicar espacio, distancia o tamaño:* This is very small, smaller than a pin's head.

Nursery Rhyme

There was an old woman
Lived under a hill,
And if she's not gone
She lives there still.

<i>hill</i>	[hil]	=	colina
<i>gone</i>	[gon]	=	ido, marchado
<i>still</i>	[stil]	=	aún, todavía

EXERCISES

a) *In place of the words in italics, put their corresponding possessive adjectives:*

Ex.: *Henry's* car is green = *His* car is green.

- | | |
|--|---|
| 1. <i>Mary's</i> shoes are new. | 7. He is writing with <i>David's</i> pen. |
| 2. <i>These men's</i> children are good. | 8. <i>The horses'</i> tails are short. |
| 3. <i>The woman's</i> gloves are black. | 9. <i>Gladys and Helen's</i> brother is here. |
| 4. <i>Mr. Brown's</i> hat is very small. | 10. <i>This man's</i> son studies with me. |
| 5. <i>The dog's</i> kennel is big. | |
| 6. She hasn't <i>these boys'</i> toys. | |

b) *Write the following sentences in the possessive case:*

NOTA.—Las oraciones que siguen nunca se escriben en esta forma.

Ex.: *Peter's shoes are new.*

- | | |
|---|--|
| 1. The shoes of Peter are new. | 11. He hasn't the pencil of my friend. |
| 2. Give me the pen of my brother. | 12. The cars of those men are not big. |
| 3. The hats of these ladies are green. | 13. Do you like the white dress of the girl? |
| 4. Where was the hut of those hens? | 14. Did he buy the house of the women? |
| 5. I don't know the son of Mr. Thomas. | 15. Are the shoes of Andrew also white? |
| 6. The parents of Jim and Paul are here. | 16. Whose hat is black? The hat of Mrs. Green. |
| 7. Did you see the dog of this girl? | 17. Don't put the pen of this pupil here. |
| 8. She lost the red ball of my children. | 18. The houses of Mr. Black and Mr. Jepson are pretty. |
| 9. Do you see the house of James? | |
| 10. The legs of these mice are very long. | |

c) *Translate these sentences into English:*

- | | |
|-----------------------------------|---------------------------------------|
| 1. ¿Qué quieres para el desayuno? | 7. Quiero ir al cine. |
| 2. ¿Dónde están los niños? | 8. Tengo hambre. |
| 3. ¿Quién viene a visitarnos? | 9. ¿Qué vas a hacer después de comer? |
| 4. El tiene mucho dinero. | 10. Les dimos cerveza para beber. |
| 5. Creo que se parece a su madre. | |
| 6. ¿Qué hora es? | |

d) *Put in the missing prepositions:*

1. There is a book — the table.
2. They went — a walk.
3. I want to go — the cinema.
4. She is — the window.
5. What time is it — your watch?
6. The clock is — the wall.
7. What do you want — breakfast?
8. I have a ring — my finger.
9. He is coming — five o'clock.
10. This car belongs — him.

PRONUNCIATION EXERCISE

Ejercicio de diferenciación de ciertos sonidos:

- | | |
|---|--|
| a) That is a sheep (i:).
That is a ship (i). | c) This is a hat (a).
This is a heart (a:). |
| b) I have a pen (e).
I have a pin (i). | d) That is Sue's (su:z) shoe (fu:). |

LESSON TWENTY - NINE

Have you ever been to Brazilia? ↗

Yes, I have. ↘

No, I haven't. ↘

Conversation



Uncle Robert has just arrived from Patagonia. He is in the sitting-room with his sister and his niece, Jane. Jane has just given him a glass of whisky and she is asking him about his life in Patagonia.

Jane: How long have you been in Patagonia, Uncle Roger?

Uncle Roger: How old are you, Jane?

Mrs. Wilson: Jane doesn't like answering that question.

Jane: I don't mind telling my uncle. I'm twenty-two.

Uncle Roger: Well, I have been away for twenty-three years.

- Jane:* That's a long time! Were you all the time in Patagonia?
- Uncle Roger:* No, I have been all over South America. I think I have visited all the countries in South America except Paraguay.
- Jane:* Have you been to Brazil?
- Uncle Roger:* Of course! I have been to Rio and to Bahia.
- Jane:* Have you visited Brazil's new capital?
- Uncle Roger:* No, I haven't been to Brazilia and I haven't been up the Amazon, but I have seen the Orinoco, which is a very big river.
- Jane:* Did you ever go to the theatre while you were in South America?
- Uncle Roger:* No, I have only been twice to the theatre and both times was in Buenos Aires when I went there for a visit.
- Mrs. Wilson:* What do you generally do in the evenings?
- Uncle Roger:* I generally read a novel, have a glass of beer and visit my friends. Jane, would you like to go to the theatre with me?
- Jane:* I'd love to.

NEW WORDS

<i>ever</i>	[ˈevə(r)]	<i>Brazil</i>	[brəˈzɪl]
<i>been</i>	[bi:n]	<i>Amazon</i>	[ˈaməzən]
<i>given</i>	[ˈɡɪvən]	<i>while</i>	[waɪl]
<i>how long</i>	[ˈhaʊ ˈlɒŋ]	<i>both</i>	[bəʊθ]
<i>I don't mind</i>	[I ˈdəʊnt ˈmaɪnd]	<i>visit</i>	[ˈvɪzɪt]
<i>away</i>	[əˈweɪ]	<i>never</i>	[ˈnevə(r)]
<i>all over</i>	[ˈo:l ˈəʊvə(r)]	<i>sometimes</i>	[ˈsʌmtaɪmz]
<i>except</i>	[ɪkˈsept]	<i>breakfast</i>	[ˈbrekfəst]
<i>Paraguay</i>	[ˈparəɡwaɪ]	<i>yet</i>	[jet]

HAVE YOU BEEN?; HAS HE BEEN?

Has she read this novel?

Yes, she *has read* this novel.

No, she *has not* (hasn't) *read* this novel.

Has Jim *been* here before?

Yes, he *has been* here before.

No, he *has not* (hasn't) *been* here before.

Have you *painted* the picture?

Yes, I *have painted* the picture.

No, I *have not* (haven't) *painted* the picture.

Have they *seen* Robert?

Yes, they *have seen* Robert.

No, they *have not* (haven't) *seen* Robert.

Has Margaret *cleaned* the room?

Yes, Margaret *has cleaned* the room.

No, Margaret *has not* (hasn't) *cleaned* the room.

GRAMMATICAL EXPLANATIONS

Todas las oraciones anteriores están en el "*Present Perfect*". Es éste el tiempo gramatical que usamos generalmente para expresar un hecho que acaba de realizarse y cuando hacemos una pregunta sobre un hecho concreto.

El *Present Perfect* de cualquier verbo se forma con el *Simple Present* del verbo *to have* más el participio pasado del verbo principal.

Como se trata de un tiempo compuesto, la interrogativa es por *inversión*. La negativa se hace poniendo *not* detrás del verbo auxiliar en forma afirmativa.

A continuación el *Present Perfect* de los verbos *to be*, *to have*, *to write*, *to live*, *to do*, conjugados en la primera y tercera personas del singular y en las formas afirmativa, interrogativa, negativa e interrogativa-negativa:

	Affirmative	Interrogative	Negative	Interrogat.-negative
to be	<i>I have been</i>	<i>Have I been?</i>	<i>I have not been</i>	<i>Have I not been?</i>
	<i>He has been</i>	<i>Has he been?</i>	<i>He has not been</i>	<i>Has he not been?</i>
to have	<i>I have had</i>	<i>Have I had?</i>	<i>I have not had</i>	<i>Have I not had?</i>
	<i>He has had</i>	<i>Has he had?</i>	<i>He has not had</i>	<i>Has he not had?</i>

to write	$\left\{ \begin{array}{l} I \text{ have written} \\ He \text{ has written} \end{array} \right.$	$\left\{ \begin{array}{l} Have I written? \\ Has he written? \end{array} \right.$	$\left\{ \begin{array}{l} I \text{ have not written} \\ He \text{ has not written} \end{array} \right.$	$\left\{ \begin{array}{l} Have I not written? \\ Has he not written? \end{array} \right.$
to live	$\left\{ \begin{array}{l} I \text{ have lived} \\ He \text{ has lived} \end{array} \right.$	$\left\{ \begin{array}{l} Have I lived? \\ Has he lived? \end{array} \right.$	$\left\{ \begin{array}{l} I \text{ have not lived} \\ He \text{ has not lived} \end{array} \right.$	$\left\{ \begin{array}{l} Have I not lived? \\ Has he not lived? \end{array} \right.$
to do	$\left\{ \begin{array}{l} I \text{ have done} \\ He \text{ has done} \end{array} \right.$	$\left\{ \begin{array}{l} Have I done? \\ Has he done? \end{array} \right.$	$\left\{ \begin{array}{l} I \text{ have not done} \\ He \text{ has not done} \end{array} \right.$	$\left\{ \begin{array}{l} Have I not done? \\ Has he not done? \end{array} \right.$

NOTA.—El orden de los distintos elementos en la oración formada por un tiempo compuesto es el mismo que el de la oración formada por un tiempo simple:

Forma afirmativa	: sujeto - verbo (<i>auxiliar más principal</i>) - complemento.
Forma interrogativa	: auxiliar - sujeto - verbo principal - complemento.
Forma negativa	: sujeto - auxiliar - negación - verbo principal - complemento.
Forma interrogativa-negativa:	auxiliar - sujeto - negación - verbo principal - complemento.

La posición de los adverbios en la oración.—El orden de los adverbios en inglés no es regla fija. (Véase el libro cuarto de esta obra.)

a) Con los verbos *to be*, *to have* y defectivos, los adverbios: *never*, *ever*, *always*, *often*, *sometimes*, *usually* (que suelen expresar acciones que denotan hábito o repetición) van detrás del verbo generalmente.

b) Con los verbos *completos normales*, en los tiempos simples, van delante del verbo.

Obsérvense los siguientes ejemplos:

- a) He has *never* visited this city.
 Have you *ever* seen her?
 She was *always* happy.
 They are *often* playing in that field.
 He had *sometimes* done it before.
 Henry is *usually* writing when I come to see him.
- b) I *never* understand what he says.
 Margaret *always* does her homework in the evening.

Do they *often* come here?
They *sometimes* speak to me in French.
Mrs. Gardner *usually* gets up early.

EXERCISES

a) *Answer the following questions on the Conversation:*

- | | |
|--|---|
| 1. Who has just arrived? | 7. Does he often go to the theatre? |
| 2. Where is he now? | 8. How often has he been to the theatre in Buenos Aires? |
| 3. Who is in the sitting-room with him? | 9. Where is Buenos Aires? |
| 4. How long has Uncle Roger been in Patagonia? | 10. What does Uncle Roger do in the evenings? |
| 5. How old is Jane? | 11. What country of South America hasn't Uncle Roger visited? |
| 6. What is Uncle Roger drinking? | 12. Has Uncle Roger visited Brazilia? |

b) *Answer the following questions affirmatively and negatively:*

Ex.: Have you rung the bell? *Yes, I have rung the bell.*
No, I haven't rung the bell.

- | | |
|---------------------------------|--|
| 1. Has Daisy been to London? | 8. Has Mary seen your cat? |
| 2. Has she washed my clothes? | 9. Has he paid ten dollars for it? |
| 3. Have they paid the bill? | 10. Have they been to the theatre this week? |
| 4. Have you done your homework? | 11. Have you sent the note? |
| 5. Has the teacher arrived? | 12. Has she talked to you? |
| 6. Has it rained here today? | |
| 7. Have you found my pen? | |

c) *Put the verb in brackets into the Present Perfect tense:*

Ex.: The boy *has written* the letter.

- | | |
|--------------------------------|---|
| 1. The boy (write) the letter. | 6. Your brother just (leave). |
| 2. The cat (sleep) here? | 7. I (not see) him for three months. |
| 3. She ever (do) it before? | 8. He sometimes (sleep) in the country. |
| 4. I never (understand) it. | 9. He (be) here before? |
| 5. They always (work) with me. | |

- | | |
|--|--|
| 10. They always (listen) to my explanations. | 13. You (speak) to the teacher? |
| 11. I often (hear) that. | 14. It (rain) there? |
| 12. He (ask) it four times. | 15. We already (have) breakfast. |
| | 16. Henry (not study) his lessons yet? |

d) *Write these sentences in the Present Perfect:*

Ex.: They *have gone* to see him.

- | | |
|---------------------------------|-------------------------------------|
| 1. They went to see him. | 11. She does not live here. |
| 2. He did not do it. | 12. He is having lunch with them. |
| 3. She lived in this house. | 13. Henry did not say that. |
| 4. The man drank a lot of beer. | 14. He wrote it twice. |
| 5. He is reading the newspaper. | 15. She did the exercise very well. |
| 6. They were here before. | 16. She did not speak to Ann. |
| 7. I left the keys at home. | 17. Paul gave them some money. |
| 8. He told us the story. | 18. Did you water the flowers? |
| 9. She showed me her garden. | 19. Did she draw the picture? |
| 10. The cat sat on my chair. | 20. The boy hid my books. |

DICTATION

Jane is very hungry. Mrs. Wilson is going to cook supper. Jane is going to lay the table. They are going to have bacon and eggs, and then they are going to have some bread and cheese. They have supper at eight o'clock.

PRONUNCIATION EXERCISE

Acentúense enérgicamente las sílabas marcadas con tipo más grueso, pronunciando levemente el resto.

1. I want to **speak** to you.
2. **Whose** is this **car**?
3. There are **twenty** students in the **class**.
4. I'm **going** to open the **door**.
5. I have a **new car**.
6. There is a **book** on that **table**.
7. **What** is **that**?
8. **That's** a **sheep**.
9. **That ring** belongs to him.
10. I haven't a **watch**.

LESSON THIRTY

Is this room mine? \

No, it isn't yours; it's his. \

Conversation



Mrs. Wilson and Jane are showing Uncle Roger the house. Uncle Roger is going to stay some time with the Wilsons. The Wilsons' house is not very big, but it has a spare room.

Uncle Roger: Is this room mine, Jane?

Jane: No, it's not yours. It's Mummy's and Daddy's.

Uncle Roger: Theirs is a nice room. I like it.

Jane: This room is mine. It's a very nice room, but yours is also very nice.

Uncle Roger: Is it big?

Mrs. Wilson: No, I'm sorry, it isn't very big, but it is also a nice room.
Uncle Roger: Which is mine?
Jane: This one is yours. That is Harry's room. The bathroom is between your room and his.
Mrs. Wilson: We have a bathroom next to our bedroom. Do all these bags belong to you?
Uncle Roger: No, they're not all mine. That case belongs to my friend Albert.
Mrs. Wilson: Which case is his, this one or that one?
Uncle Roger: That one on the chair is his. He's coming for it tomorrow.
Jane: Who is Albert?
Uncle Roger: He is a business man. He was on the ship that came from Buenos Aires.

NEW WORDS

<i>mine</i>	[main]	<i>bedroom</i>	['bedrum]
<i>his</i>	[hiz]	<i>bag</i>	[bag]
<i>yours</i>	[jo:z]	<i>case</i>	[keis]
<i>spare</i>	[speə(r)]	<i>business man</i>	['biznis man]
<i>theirs</i>	[ðeəz]	<i>ship</i>	[ʃip]
<i>I'm sorry</i>	[aim 'sori]	<i>possessive</i>	[po'zesiv]
<i>next to</i>	['nekst tu]	<i>red</i>	[red]

MINE, YOURS, HIS, HERS, ITS, OURS, THEIRS

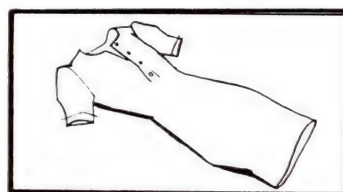


Is this David's bicycle?

No, it's *mine*.

Is that Helen's dress?

No, it's *yours*.



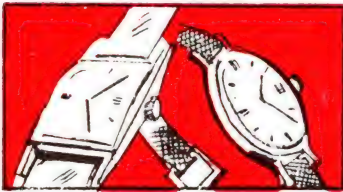


Are these Peter's gloves?

Yes, they are *his*.

Are those Nancy's shoes?

Yes, they are *hers*.

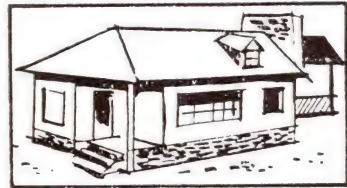


Whose are these watches?

They are *ours*.

Does that house belong to Mr. and Mrs. Gardner?

Yes, that house is *theirs*.



GRAMMATICAL EXPLANATIONS

A los adjetivos posesivos que ya vimos en la página 73 y que son los mismos que aparecen en el cuadro a continuación (izquierda), les corresponden los "*pronombres posesivos*", que son los de la derecha del mismo cuadro. Se les llama pronombres posesivos porque sustituyen al nombre e indican posesión o pertenencia.

El artículo determinado "the" nunca va precediendo a los adjetivos ni a los pronombres posesivos. *El mío, el tuyo, el de él* etc., solamente requieren *una palabra* en inglés para traducir las dos o tres castellanas, como podrá observarse en el cuadro que sigue:

Possessive Adjectives	Possessive Pronouns
--------------------------	------------------------

<i>my</i>	MINE	[main]	= <i>el mío, la mía, los míos, las mías.</i>
<i>your</i>	YOURS	[jo:z]	= <i>el tuyo, la tuya, os, as, el suyo, la suya, los suyos, las tuyas (de usted).</i>
<i>his</i>	HIS	[his]	= <i>el suyo, la suya, los suyos, las tuyas (de él).</i>
<i>her</i>	HERS	[hə:z]	= <i>el suyo, la suya, los suyos, las tuyas (de ella).</i>
<i>its</i>	ITS	[its]	= <i>el suyo, la suya, los suyos, las tuyas (de ello, no personal).</i>
<i>our</i>	OURS	[’auəz]	= <i>el nuestro, la nuestra, los nuestros, las nuestras.</i>
<i>your</i>	YOURS	[jo:z]	= <i>el vuestro, la vuestra, os, as, el suyo, la suya, los suyos, las tuyas (de ustedes).</i>
<i>their</i>	THEIRS	[ðeəz]	= <i>el suyo, la suya, os, as (de ellos, de ellas).</i>

EXERCISES

a) *Answer the following questions:*

- | | |
|--|---|
| 1. Is the book you're reading yours? | 7. Where is the bathroom? |
| 2. Is the teacher's book on the table? | 8. Do all the bags belong to Uncle Roger? |
| 3. Which desk is this, yours or the teacher's? | 9. Who does the bag on the chair belong to? |
| 4. Which room is that, Jane's or her mother's? | 10. When is Uncle Roger's friend coming for it? |
| 5. Is Jane's room nice? | 11. Is Uncle Roger's room big? |
| 6. Which room is Uncle Roger's? | 12. Is Albert a teacher? |

b) *In place of the words in italics, put their corresponding possessive pronouns:*

- | | |
|---|--|
| 1. I wrote it with <i>Helen's pen</i> . | 8. <i>Their exercise</i> was not right. |
| 2. My sons study with <i>their sons</i> . | 9. Are those <i>your shoes</i> ? |
| 3. That dog is <i>my dog</i> . | 10. I see <i>Peter's</i> but I don't see <i>your car</i> . |
| 4. I like <i>Ann and Betty's house</i> . | 11. I did <i>my homework</i> and she did <i>her homework</i> . |
| 5. This pen is <i>his pen</i> . | |
| 6. Have you seen <i>her ring</i> ? | |
| 7. <i>Our country</i> is very large. | |

12. Please give me *your pen*; I want it.
13. Where did you put *your books*?
14. *That boy's shoes* are red.
15. *Alice's brother* was absent.
16. The *women's dresses* are new.
17. *Paul's sister* is very pretty.
18. Yes, I hid *your school-bag*.
19. He is not writing it with *his pen*.
20. He wants to see *our exercises*.

c) Write these sentences as in the example, using the verb "to be" and the corresponding possessive pronoun:

Ex.: The house belongs to Mr. West; so *the house is his*.

1. The car belongs to the woman;
so...
2. Those books belong to me; so...
3. The pen belongs to Roger; so...
4. Those bags belong to the girls;
so...
5. That blouse belongs to Nancy;
so...
6. The coat belongs to William;
so...
7. The ties belong to the boys; so...
8. The raincoat belongs to Eric;
so...
9. The caps belong to us; so...
10. That suit belongs to you; so...
11. The bell belongs to the teacher;
so...
12. The chairs belong to Mr. West;
so...

d) Translate these sentences into English:

1. ¿Has visto el de él?
2. Tu sombrero es rojo; el mío es verde.
3. Sí, es el de ellas.
4. ¿Quieres el de ella?
5. No, éste no es el tuyo.
6. Estos libros son los nuestros.
7. No me gusta el suyo.
8. Dame el tuyo, por favor.
9. No escondas el mío.
10. ¿Es éste el tuyo o el de ellos?
11. ¿Conoces el nuestro? Es bueno.
12. El de usted no está aquí.

PRONUNCIATION EXERCISE

El acento en palabras aisladas es también muy importante en inglés. Practíquense las siguientes palabras, acentuando enérgicamente las sílabas marcadas con tipo grueso:

Wilson
Sorry
isn't
bathroom
bedroom
Mummy

Roger
business man
tomorrow
belong
bicycle
David

William
school-bag
raincoat
teacher
exercise
translate

LESSON THIRTY-ONE

Will you see Albert tomorrow?

Yes, I shall. \

No, I shan't. \

Conversation



Mrs. Wilson and Jane have shown Uncle Roger the house. Uncle Roger has unpacked and had a bath. They are now in the sitting-room waiting for Mr. Wilson and his sons to come back.

Jane: When will you go back to Patagonia, Uncle?

Uncle Roger: I hope to go to Patagonia again next year.

Mrs. Wilson: But he has only just arrived!

Jane: What will you do until then?

Uncle Roger: First, I shall rest. I am very tired. I shall go to the theatre and to the cinema. I want to read and watch television.

Jane: Isn't there television in Patagonia?
Uncle Roger: Not where I was working.
Jane: What will you do then?
Uncle Roger: If I am lucky, I shall go to Japan; and perhaps I shall stay there for a few months.
Mrs. Wilson: Won't that be very expensive?
Uncle Roger: If it is, I shall come back very soon.
Jane: Do you think the weather will be fine tomorrow?
Mrs. Wilson: Yes, I think it will be a fine day.
Uncle Roger: If it is a fine day and the sun shines, I promise to take you for a walk in the country.

NEW WORDS

<i>shall</i>	[ʃal/ʃl]	<i>to be lucky</i>	['bi: 'lʌki]
<i>shan't</i>	[ʃa:nt]	<i>Japan</i>	[dʒə'pʌn]
<i>shown</i>	[ʃəʊn]	<i>a few</i>	[ə 'fju:]
<i>to unpack</i>	[ʌn'pʌk]	<i>expensive</i>	[iks'pensiv]
<i>bath</i>	[bɑ:θ]	<i>sun</i>	[sʌn]
<i>to come back</i>	['kʌm 'bʌk]	<i>to shine</i>	[ʃain]
<i>to go back</i>	['gəʊ 'bʌk]	<i>to be fine</i>	['bi: 'fain]
<i>again</i>	[ə'geɪn]	<i>to promise</i>	['promɪs]
<i>until</i>	[ʌn'tɪl]	<i>will</i>	[wɪl/l]
<i>to rest</i>	[rest]	<i>won't</i>	[wəʊnt]
		<i>future</i>	['fju:tʃə(r)]

SHAN'T = SHALL NOT; WON'T = WILL NOT

Shall I write the letter?

Yes, *I shall* write the letter.

No, *I shall not* (shan't) write the letter.

Will you be here tomorrow?

Yes, *you will* be here tomorrow.

No, *you will not* (won't) be here tomorrow.

Will he go with you?

Yes, *he will* go with you.

No, *he will not* (won't) go with you.

Will she buy the dress?

Yes, *she will* buy the dress.

No, *she will not* (won't) buy the dress.

Will it be all right for you?

Yes, *it will* be all right for me.

No, *it will not* (won't) be all right for me.

Shall we see you there?

Yes, *we shall* see you there.

No, *we shall not* (shan't) see you there.

Will they do it again?

Yes, *they will* do it again.

No, *they will not* (won't) do it again.

Will he come if *he knows* it?

Yes, *he will* come if *he knows* it.

No, *he will not* (won't) come if *he knows* it.

GRAMMATICAL EXPLANATIONS

Todas las oraciones anteriores están en el "*Future Simple*". El futuro en inglés es siempre un tiempo compuesto, ya que se forma con la ayuda de dos verbos auxiliares y no por desinencias o terminaciones como en español.

Estos verbos auxiliares son "*shall*" y "*will*". Generalmente usamos *shall* con las primeras personas (*I, we*), y empleamos *will* con las segundas y terceras (*you, he, she, it, they*).

No obstante, se usa frecuentemente también *will* con las primeras personas: *I will, we will*, en oraciones afirmativas y negativas. En las interrogativas, debería usarse siempre *shall* con las primeras personas.

El *futuro* de todo verbo inglés se forma con los auxiliares "*shall*" y "*will*", más el *infinitivo sin "to"* del verbo que se conjuga.

Por ser el futuro en inglés un tiempo compuesto, su interrogativa es por *inversión*. La negativa se hace poniendo *not* detrás del *verbo auxiliar* en forma afirmativa.

He aquí el "*Future Simple*" del verbo *to walk*, conjugado en todas sus personas, y en las formas afirmativa, interrogativa y negativa:

Affirmative	Interrogative	Negative
<i>I shall walk</i>	<i>shall I walk?</i>	<i>I shall not walk</i>
<i>you will walk</i>	<i>will you walk?</i>	<i>you will not walk</i>
<i>he</i>	<i>he</i>	<i>he</i>
<i>she</i>	<i>will she</i> }	<i>she</i>
<i>it</i>	<i>it</i> }	<i>it</i>
<i>we shall walk</i>	<i>shall we walk?</i>	<i>we shall not walk</i>
<i>you will walk</i>	<i>will you walk?</i>	<i>you will not walk</i>
<i>they will walk</i>	<i>will they walk?</i>	<i>they will not walk</i>

NOTA.—*Shall*, usado con las primeras personas, indica simple futuridad. Es exactamente igual que *will* usado con las segundas y terceras:

<i>I hope I shall be lucky next time</i>	= <i>Espero tendré suerte la próxima vez.</i>
<i>Perhaps we shall have fine weather</i>	= <i>Tendremos buen tiempo quizá.</i>
<i>The sun will shine tomorrow</i>	= <i>El sol brillará mañana.</i>
<i>The tree will grow high soon</i>	= <i>El árbol crecerá alto pronto.</i>

Contrariamente, *will*, usado en las primeras personas, y *shall* con las segundas y terceras denotan *determinación*, *voluntad expresa* en la persona que habla de hacer alguna cosa; significa *mandato*:

<i>Don't worry, I will help you</i>	= <i>No te preocupes, yo te ayudaré.</i>
<i>I promise you my son shall study hard</i>	= <i>Te prometo que mi hijo estudiará duro.</i>

OBSERVACIÓN.—Por todo lo apuntado, el uso de las formas *shall* y *will* no es empresa fácil. Recomendamos el uso de "*going to*" y también la forma abreviada "*ll*". Así:

<i>I'll</i>	[aɪl]
<i>you'll</i>	[ju:l]
<i>he'll</i>	[hi:l]
<i>she'll</i>	[ʃi:l]
<i>it'll</i>	[ɪtl]
<i>we'll</i>	[wi:l]
<i>they'll</i>	[ðeɪl]

"*Shall I?*", "*Shall we?*".—También, a veces, *shall*, usado en forma interrogativa con las primeras personas *I*, *we*, refleja *un ofrecimiento, un deseo de hacer algo* que manifiesta la persona que habla:

<i>Shall we tidy the garden for you?</i>	=	<i>¿Quieres que limpiemos el jardín por tí?</i>
<i>Shall I do it just now?</i>	=	<i>¿Quieres que lo haga ahora mismo?</i>

Rhyme

I will not hurt my little dog,
But stroke and pat his head;
I like to see him wag his tail,
I like to see him fed.

<i>hurt</i>	[hɜ:t]	= herir, lastimar
<i>stroke</i>	[strɜ:k]	= acariciar (pasando la mano)
<i>pat</i>	[pat]	= acariciar (dando golpecitos)
<i>wag</i>	[wag]	= menear
<i>tail</i>	[teɪl]	= cola
<i>fed</i>	[fed]	= de <i>to feed</i> , alimentar

EXERCISES

a) *Answer the following questions on the Conversation:*

- | | |
|--|------------------------------------|
| 1. When will Uncle Roger go back to Patagonia? | 3. What will he do if he is lucky? |
| 2. What does he hope to do? | 4. Are you lucky? |
| | 5. Have you been to Japan? |

- | | |
|------------------------------------|--|
| 6. Where is Japan? | 10. Where will Uncle Roger go tomorrow if the weather is fine? |
| 7. Do they speak Spanish in Japan? | 11. What have Mrs. Wilson and Jane shown Uncle Roger? |
| 8. Is it expensive to go to Japan? | 12. What does Uncle Roger want to do? |
| 9. Is the weather fine today? | |

b) *Answer these questions affirmatively and negatively:*

Ex.: Will she put on her new dress?

No, she will not (won't) put on her new dress.

Yes, she will (she'll) put on her new dress.

- | | |
|-----------------------------------|----------------------------------|
| 1. Will you buy the car tomorrow? | 6. Will she give them to you? |
| 2. Will they do it now? | 7. Will they come back? |
| 3. Will she go there? | 8. Will Jane tell them about it? |
| 4. Shall I meet you in London? | 9. Will he take it there? |
| 5. Will it be expensive? | 10. Will she be at home? |

c) *Write these sentences in the "Future Simple" tense using "shall" or "will":*

Ex.: Peter *will* ask it.

- | | |
|--------------------------------------|--|
| 1. Peter asked it. | 12. They don't like my house. |
| 2. Mrs. White cooked the chickens. | 13. Paul brought his sister with him. |
| 3. She cleaned the two rooms. | 14. We had breakfast at eight o'clock. |
| 4. She stayed with us for two weeks. | 15. It was very difficult to do it. |
| 5. Henry rode on my horse. | 16. Harold studies with me. |
| 6. She is studying her lessons. | 17. They arrived late. |
| 7. They drank a glass of milk. | 18. He is learning French. |
| 8. I did not do my homework. | 19. The dog bit the boy. |
| 9. David knows English well. | 20. It rained very hard. |
| 10. They are good students. | |
| 11. The man bought a new suit. | |

d) *Make the following sentences future by using the "going to" form:*

Ex.: He will erase the sentence.

He is going to erase the sentence.

- | | |
|---------------------------------|---|
| 1. She will get married in May. | 7. I will visit Japan soon. |
| 2. They'll be late. | 8. He will bring them in the afternoon. |
| 3. It will rain soon. | 9. Ann will work hard in the future. |
| 4. We'll buy the house. | 10. We shall do the work next week. |
| 5. They will speak to us. | |
| 6. She will have lunch with us. | |

PRONUNCIATION EXERCISE

Léanse las frases siguientes:

Con el sonido (i:)

The green leaves on these trees please the teacher.

Con el sonido (i)

It's a pity he lives in this big city.

Con el sonido (e)

Ten men ate seven hens.

Con el sonido (a)

That man sat on my black hat.

Con el sonido (a:)

Father has a new car.

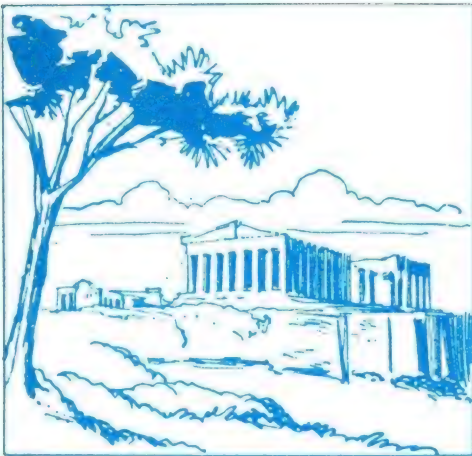
LESSON THIRTY-TWO

Roger is as tall as Hugh. \

Harold is taller than Hugh. \

Harold is the tallest. \

Conversation



Jane: Why do you want to go to Japan, Uncle Roger?

Uncle Roger: Because I think it's more beautiful than Patagonia. My friend Albert has told me that it is the most interesting country he has seen. He says it is as interesting as India.

Jane: Has your friend Albert travelled a lot?

Uncle Roger: Yes, he has travelled all over the world. He has travelled more than I have. He is the most travelled man I have met.

Jane: Which is more interesting, Italy or Greece?

Uncle Roger: He says Greece is more interesting than Italy. He thinks Greece is the most interesting country in Europe.

Mrs. Wilson: But is your friend Albert intelligent?
Uncle Roger: He's more intelligent than I am, but he's poorer and lazier.
Jane: How nice to have a rich Uncle!
Uncle Roger: Your father is richer than I am.
Mrs. Wilson: Yes, but he has more expenses than you.
Uncle Roger: Yes, but I travel more than he does, and also I am not so old as he is.
Jane: My father isn't old!
Mrs. Wilson: No, he isn't old, but your Uncle Roger is younger.

NEW WORDS

<i>as... as</i>	[əz... əz]	<i>Europe</i>	[ˈjuərəp]
<i>tall</i>	[to:l]	<i>intelligent</i>	[in'telidʒənt]
<i>than</i>	[ðan/ðən]	<i>poor</i>	[puə(r)]
<i>taller</i>	[ˈto:lə(r)]	<i>lazy</i>	[ˈleizi]
<i>tallest</i>	[ˈto:liʃt]	<i>expenses</i>	[iks'pensiz]
<i>more</i>	[mo:(r)]	<i>young</i>	[jʌŋ]
<i>most</i>	[məʊst]	<i>so</i>	[səʊ]
<i>India</i>	[ˈindjə]	<i>important</i>	[im'pɒtənt]
<i>to travel</i>	[ˈtrævl]	<i>large</i>	[la:dʒ]
<i>world</i>	[wɜ:ld]	<i>hot</i>	[hɒt]
<i>travelled</i>	[ˈtrævləd]	<i>long</i>	[lɒŋ]
<i>met</i>	[met]	<i>easy</i>	[ˈi:zi]
<i>interesting</i>	[ˈintristɪŋ]	<i>warm</i>	[wɔ:m]
<i>Italy</i>	[ˈitəli]	<i>road</i>	[rəʊd]
<i>Greece</i>	[gri:s]	<i>wide</i>	[waɪd]
		<i>sweet</i>	[swi:t]

AS AS; NOT SO/AS AS

Obsérvense estas expresiones de comparación:

Igualdad	{	<i>as rich as</i>	<i>tan rico como</i>
		<i>as intelligent as</i>	<i>tan inteligente como</i>
		<i>not so new as</i>	<i>no tan nuevo como</i>



Roger Harold Hugh

Roger is *as* tall *as* Harold.

They are not *so/as* tall *as* Hugh.

GRAMMATICAL EXPLANATIONS (I)

Vemos, pues, que para formar el *comparativo de igualdad* de los adjetivos, tanto monosílabos como polisílabos, ponemos "*as*" delante y detrás del adjetivo. El primer "*as*" se traduce por *tan*, y el segundo "*as*" por *como*. En oraciones negativas, "*so*" puede reemplazar al primer "*as*":

Mr. Brown is <i>as</i> rich <i>as</i> Mr. White =	<i>El Sr. Brown es tan rico como el Sr. White.</i>
Mary is <i>as</i> intelligent <i>as</i> her sister =	<i>María es tan inteligente como su hermana.</i>
Your hat is <i>not so</i> new <i>as</i> mine =	<i>Tu sombrero no es tan nuevo como el mío.</i>

— R, — ER THAN ...; MORE + POSITIVO THAN ...

Obsérvense estas expresiones de comparación:

<i>Superioridad</i>	{ <i>richer than</i>	<i>más rico que</i>
	{ <i>more intelligent than</i>	<i>más inteligente que</i>



Alice



Doris

Alice is taller *than* Doris.

GRAMMATICAL EXPLANATIONS (II)

No obstante, para establecer el *comparativo de superioridad* de los adjetivos, tenemos que considerar antes si son *monosílabos* o *polisílabos*.

Los *monosílabos* y la mayoría de los bisílabos añaden el sufijo “*r*” o “*er*” al positivo, seguido todo de la conjunción comparativa “*than*” = *que*.

Los *polisílabos* anteponen “*more*” = *más*, al positivo, seguido éste de la conjunción comparativa “*than*”:

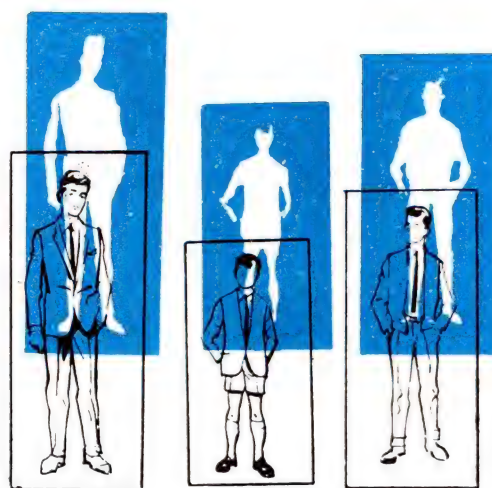
Mr. Brown is richer *than* Mr. White = El Sr. Brown es más rico que el Sr. White.

Mary is more intelligent *than* her sister = María es más inteligente que su hermana.

(THE) —ST, —EST; (THE) MOST + POSITIVO

Obsérvense estas expresiones de comparación:

Superlativo relativo de superioridad .	{	the richest of, in	el más rico de
		the most intelligent of, in ...	el más inteligente de



Donald

Walter

Philip

Donald is the *tallest* of these three boys.
Walter is the *shortest* of all.

GRAMMATICAL EXPLANATIONS (III)

Para formar el *superlativo relativo* de los adjetivos ingleses, tenemos que considerar antes si son *monosílabos* o *polisílabos*.

Los *monosílabos* y la mayoría de los *bisílabos* añaden el sufijo "*st*" o "*est*" al positivo, seguido todo de "*of*" o "*in*" generalmente.

Los adjetivos *polisílabos* anteponen "*most*" al positivo, seguido éste de "*of*" o "*in*" generalmente:

Mr. Brown is the *richest* of all

= El Sr. Brown es el más rico de todos.

Mary is the *most* intelligent *in* her class

= María es la más inteligente de su clase.

EXERCISES

a) *Answer the following questions on the Conversation:*

- | | |
|---|---|
| 1. Who wants to go to Japan? | 7. Who is poorer, Uncle Roger or Jane's father? |
| 2. Why does he want to go there? | 8. Who has more expenses? |
| 3. Who has been there? | 9. Who travels more? |
| 4. What country does he say is as interesting as India? | 10. Who is younger? |
| 5. Who is more intelligent than Uncle Roger? | 11. Which is more interesting, Italy or Greece? |
| 6. Who is richer, Uncle Roger or his friend Albert? | 12. Who has travelled more, Uncle Roger or his friend Albert? |

b) *Answer these questions affirmatively and negatively:*

Ex.: *Yes, Paul is as old as I am.*

No, Paul isn't as old as I am.

- | | |
|---|---|
| 1. Is Paul as old as you? | 11. Is this story as interesting as that one? |
| 2. Are these roses as beautiful as yours? | 12. Is your exercise as difficult as mine? |
| 3. Is Mary as young as your sister? | 13. Are they as poor as we are? |
| 4. Is this city as important as New York? | 14. Are your shoes as expensive as his? |
| 5. Is the garden as large as the house? | 15. Is this man as strong as Mr. West? |
| 6. Is Caracas as hot as Bogota? | 16. Are you as happy as she is? |
| 7. Is Paris as cold as London? | 17. Is he as lazy as they are? |
| 8. Is Henry as intelligent as David? | 18. Is Margaret as pretty as Ruth? |
| 9. Is his car as small as hers? | 19. Is Harold as tall as Robert? |
| 10. Is the pencil as long as the ruler? | 20. Is my problem as easy as yours? |

c) *Answer these questions affirmatively and negatively:*

Yes, my cat is bigger than this dog.

No, my cat isn't bigger than this dog.

- | | |
|--|---|
| 1. Is your cat bigger than this dog? | 5. Are the boys younger than the girls? |
| 2. Is your friend richer than you? | 6. Is he more important than they? |
| 3. Are you older than William? | 7. Is your country larger than ours? |
| 4. Is this picture more beautiful than hers? | 8. Is it hotter here than in London? |

9. Is it colder today than yesterday?
10. Is it warmer here than in the bedroom?
11. Is this boy nicer than Henry?
12. Are yours smaller?
13. Is Mary's dress newer than yours?
14. Are they happier now?
15. Is Pamela prettier than Alice?
16. Will it be easier now?
17. Is his work more interesting than hers?
18. Is it more difficult in this way?
19. Is the road wider than the street?
20. Is your brother taller than I?
21. Is your hotel more expensive than mine?
22. Is the orange sweeter than the pear?
23. Is he much more stronger than we?
24. Are the trees higher than the house?

d) *Translate the following sentences into English using the "possessive form":*

1. Yo no tengo los libros de este niño.
2. Los juguetes de mis hermanitos están aquí.
3. El amigo de mi hermano es muy bueno.
4. ¿Qué viste en el país de este muchacho?
5. Yo no escribí con la pluma de Ann.
6. Las patas de estos pájaros son pequeñas.
7. No pegues a los amigos de tu hermano.
8. ¿Quién es el hijo del Sr. Black?
9. ¿Cuál es la casa de tus padres?
10. La nariz de este perro es muy larga.
11. Los cuadernos de los alumnos no están aquí.
12. Las orejas de este caballo son negras.

Dictation

Jane likes going to the cinema more than the theatre. She also likes watching television. Her father likes working in the garden and reading the paper. Her brothers don't like working in the garden. They like football.

Pronunciation Exercise

Léanse las frases siguientes:

- | | |
|---|---|
| a) Con el sonido (o)
John wants a lot of pots. | c) Con el sonido (u)
That is a good cook. |
| b) Con el sonido (o:)
Paul saw four doors in the hall. | d) Con el sonido (u:)
Sue lost her shoes in the Zoo. |

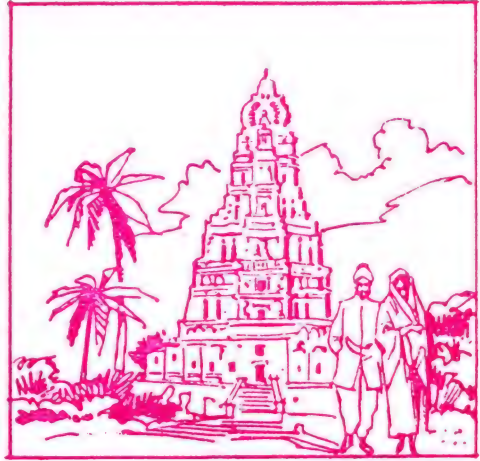
LESSON THIRTY-THREE

Peter has **less money** than **John** and **Harry**. ↘

Peter has the **least money**. ↘

This is the **best book** I have **seen**. ↘

Reading



Jane's uncle has come from Patagonia and he is now staying at the Wilsons'. First, he wants to rest, because he is very tired. He wants to go to the theatre and the cinema. He is going to take the Wilsons to the theatre. He also wants to read and watch television. Afterwards, he wants to go to Japan on a visit. He has never been to Asia before, but he travels a lot. His friend, who is a business man, has been to Japan, and he says it is the most interesting country he has seen. It is smaller than India, but as interesting. Uncle Roger is less intelligent than his friend Albert and less rich than Mr. Wilson, Uncle Roger does not want to go to Australia. He thinks it is the least interesting country in the world.

Uncle Roger has never been to Italy or Greece, but his friend Albert has been to both countries. He says that Greece is more interesting than Italy. He thinks that Italy is interesting but that Greece is more. He thinks that Greece is as interesting as Japan. He says that India is very interesting but that it is less interesting than Greece and Japan.

NEW WORDS

<i>less</i>	[les]	<i>farthest</i>	[ˈfɑːðɪst]
<i>least</i>	[liːst]	<i>worse</i>	[wɜːs]
<i>best</i>	[best]	<i>unhappy</i>	[ʌnˈhapi]
<i>Asia</i>	[ˈeɪʃə]	<i>great</i>	[greɪt]
<i>Australia</i>	[osˈtreɪljə]	<i>white</i>	[waɪt]
<i>quick</i>	[kwɪk]	<i>bad</i>	[bəd]
<i>gold</i>	[gəʊld]	<i>way</i>	[weɪ]
<i>coffee</i>	[ˈkɒfi]	<i>kind</i>	[kaɪnd]
<i>farther</i>	[ˈfɑːðə(r)]		

LESS... THAN; THE LEAST (OF)

Obsérvense estas expresiones de comparación:

<i>Inferioridad</i> . .	{	<i>less rich than</i>	<i>menos rico que</i>
		<i>less intelligent than</i>	<i>menos inteligente que</i>
<i>Superlativo de inferioridad</i> .	{	<i>the least rich of, in</i>	<i>el menos rico de, en</i>
		<i>the least intelligent of, in</i> ...	<i>el menos inteligente de, en</i>

GRAMMATICAL EXPLANATIONS

Para establecer el *comparativo de inferioridad* de toda clase de adjetivos, o sea, tanto monosílabos como polisílabos, anteponeamos "*less*" = *menos*, el positivo, seguido éste de la conjunción comparativa "*than*":

Mr. White es *less rich than* Mr. Brown = *El Sr. White es menos rico que el Sr. Brown.*
 Mary is *less intelligent than* Ruth = *María es menos inteligente que Ruth.*

Para establecer el *superlativo de inferioridad* de toda clase de adjetivos, antepo-
nemos "*least*" al positivo, seguido éste de "*of*" o "*in*":

Mr. White is the *least* rich *of* all = El Sr. White es el menos rico de todos.
Mary is the *least* intelligent *in* her school = María es la menos inteligente de su escuela.

Las siguientes comparaciones son irregulares:

Positive		Comparative		Superlative	
<i>good</i>	[gud]	<i>better</i>	['betə(r)]	the <i>best</i>	[best] = bueno, mejor, el mejor.
<i>bad</i>	[bad]	<i>worse</i>	[wə:s]	the <i>worst</i>	[wo:st] = malo, peor, el peor.
<i>much</i>	[mʌtʃ]	<i>more</i>	[mo:(r)]	the <i>most</i>	[məʊst] = mucho, más, el más.
<i>little</i>	[lɪtl]	<i>less</i>	[les]	the <i>least</i>	[li:st] = poco, menos, el menos.
<i>far</i>	[fa:(r)]	<i>farther</i>	['fa:ðə(r)]	the <i>farthest</i>	['fa:ðɪst] = lejos, más lejos, el más lejos.

OBSERVACIÓN.—Algunos monosílabos, al tomar el sufijo "*er*" o "*est*", duplican la consonante final por ir precedida de una vocal corta acentuada.

Igualmente, ciertos bisílabos que acaban en "*y*" cambian esta letra por "*i*" al tomar el sufijo:

Positive		Comparative	Superlative
big	[big]	bigger	biggest
hot	[hot]	hotter	hottest
fat	[fat]	fatter	fattest
sad	[sad]	sadder	saddest
pretty	['prɪti]	prettier	prettiest
ugly	['ʌgli]	uglier	ugliest
lazy	['leizi]	lazier	laziest

EXERCISES

a) *Answer the following questions:*

1. Which is the farthest South American country from yours?
2. Which is the biggest country in South America?
3. Which is the smallest country in South America?
4. In which country is there most gold?
5. Which is quicker, a train or a plane?
6. In which country is there most coffee?
7. Which is farther from your town, London or New York?
8. Where is the weather better, in Patagonia or in Miami?
9. Where is the weather worse, in Alaska or in Honolulu?
10. Where is there less coffee, in Brazil or in Guatemala?

b) *Translate these sentences into English:*

1. ¿Está tu casa más lejos que la mía?
2. Sí, él es el hombre más bajo aquí.
3. Ellos son tan pobres como nosotros.
4. Enrique fue el más valiente.
5. ¿Es más grande esta casa que la tuya?
6. Nuestro auto no era tan blanco.
7. ¿Qué es más difícil, esto o aquello?
8. Elena es más fea que su hermana.
9. Dame uno peor que el tuyo.
10. ¿Está tu jardín más verde que éste?
11. ¿Quién es más joven, él o tú?
12. ¿Cuál es la muchacha más bonita de todas?
13. Tu amigo es más gordo que tú.
14. Un tren es más rápido que un barco.
15. ¿Por qué estás tú más triste que él?
16. Hace más calor aquí que en Nueva York.
17. Esta casa es mejor que la de ella.
18. ¿Tienes tú más amigos que tu hermano?
19. Este ejercicio es más difícil que el nuestro.
20. Este es el libro más nuevo de todos.
21. El escondió el mejor.

c) *Put in the right form of the adjective given in brackets:*

1. Is your garden (big) than Tom's?
2. The king was (unhappy) man of all.
3. James's car is (good) than my father's.
4. Is Henry (lazy) than my brother?

5. Give me a (good) one, please.
6. His sister Ann is (beautiful) than Ruth.
7. Who is (old), you or Paul?
8. This is not so (bad) as mine.
9. They are (pretty) girls that I know.
10. Robert's father has (much) money than you.
11. Which is (good) book of all that you have?
12. The next six things will be (bad) than these.
13. My roses are (beautiful) than Ruth's.
14. His father is much (happy).
15. He was one of (great) soldiers.
16. They have (little) gold than we.
17. Helen's dress is (white) than Jean's.
18. Has Eric (many) friends than Paul?
19. Her dress was (green) of all.
20. This boy was (brave) than you.
21. It was (interesting) book I have read.
22. Was her hat (pretty) than mine?
23. Mrs. Black's nose is (long) than his.
24. This was (hard) exercise of all.
25. Is my car (good) one of all that you know?
26. Is this city (cold) than Lima?
27. Arthur is (bad) pupil in the class.
28. These roses are (beautiful) than those.
29. My brother is 16 years old; he is (old) than I.
30. Who is (tall), Harold or you?
31. This is good but I want a (good) one.
32. His exercise is good; it is (good) than Henry's; it is (good) in the class.
33. He is (quick) boy that I know.
34. That was (hot) place of all.
35. This hat is (small) of all.
36. Yes, this is (long) way to the city.
37. He was (kind) to her than David.
38. Is Mr. West (important) than your father?

d) *Form questions for the following answers: (There are several alternatives.)*

Ex.: *Who is taller, Hugh or Roger?*

1. Roger is taller than Hugh.
2. I shall go to the cinema this afternoon.
3. He arrived yesterday.
4. They have shown him the house.
5. I hope to buy a car.
6. He is waiting for Jane.
7. Donald is the tallest boy in the class.
8. Yes, it is cold today.
9. Hugh is smoking a cigarette.
10. No, he isn't here.

PRONUNCIATION EXERCISE

Léanse las frases siguientes:

Con el sonido (ʌ)

Mother shut it.

Con el sonido (əː)

The first thirty years are the worst.

Con el sonido (ə)

Aløn went to London in December.

Wilson is very intelligent.

LESSON THIRTY-FOUR

What were you **doing** at **six** o'clock? \

I was **studying**. \

Conversation



Hugh Carter has come to see Jane and has met Uncle Roger and his friend Albert Eliot. The four are speaking together. They are in the sitting-room having a drink. Uncle Roger and his friend Albert are having a whisky and soda. Hugh is having a beer. Jane is having a coke. She doesn't like drinking whisky or beer.

Hugh: What were you doing last night, Jane?

Jane: I wasn't doing much. Why?

Hugh: Well, I telephoned you and nobody answered.

Jane: What time was that?

Hugh: About half past nine.

Uncle Roger: Oh!, we were all talking together. I was having a glass of beer and speaking about my life in Patagonia.

Jane: You were also speaking about different countries. You were comparing the most interesting countries in the world.

Hugh: Have you travelled a lot, Uncle Roger?

Uncle Roger: Yes, I have, but Albert has travelled a lot more.

Albert: Well, I wasn't travelling last night.

Uncle Roger: What were you doing last night?

Albert: I was having dinner about half past nine last night.

Jane: Well, it is now half past nine. Shall we have something to eat?

All: Yes!

NEW WORDS

<i>together</i>	[tu'geðə(r)]	<i>different</i>	['difərənt]
<i>a drink</i>	[ə 'drɪŋk]	<i>to compare</i>	[kəm'peə(r)]
<i>soda</i>	['səʊdə]	<i>to quarrel</i>	['kwɒrəl]
<i>to telephone</i>	['telɪfəʊn]	<i>to ring</i>	[rɪŋ]
<i>nobody</i>	['nəʊbədi]	<i>to cry</i>	[krai]

WAS IT RAINING?; IT WASN'T RAINING

Were you studying last night?

Yes, I *was studying* last night.
No, I *was not* (wasn't) *studying* last night.

Was he writing then?

Yes, he *was writing* then.
No, he *was not* (wasn't) *writing* then.

Was the cat sleeping on my bed?

Yes, it *was sleeping* on your bed.
No, it *was not* (wasn't) *sleeping* on your bed.

Were they *having* tea with Mary?

Yes, they *were having* tea with Mary.

No, they *were not* (weren't) *having* tea with Mary.

Were the boys doing their homework?

Yes, they *were doing* their homework.

No, they *were not* (weren't) *doing* her homework.

Was it raining when you came in?

Yes, it *was raining* when I came in.

No, it *was not* (wasn't) *raining* when I came in.

GRAMMATICAL EXPLANATIONS

Todas las oraciones anteriores están en el "*Past Continuous or Progressive*". Es éste el tiempo que usamos en inglés para expresar una acción que estaba sucediendo o continuaba en un tiempo pasado determinado.

El "*Past Continuous or Progressive*" se forma con el *Simple Past* del verbo *to be* más el *gerundio* del verbo principal.

Como se trata de un tiempo compuesto también, su interrogativa es por *inversión*. La forma negativa se hace poniendo *not* detrás del verbo *auxiliar* de la forma afirmativa.

He aquí el *Past Continuous or Progressive* del verbo "*to work*" conjugado en todas sus personas y en las formas afirmativa, interrogativa y negativa:

Affirmative	Interrogative	Negative
<i>I was working</i>	<i>was I working?</i>	<i>I was not working</i>
<i>you were working</i>	<i>were you working?</i>	<i>you were not working</i>
<i>he</i>	<i>he</i>	<i>he</i>
<i>she</i>	<i>was she</i>	<i>she</i>
<i>it</i>	<i>it</i>	<i>it</i>
<i>was working</i>	<i>working?</i>	<i>was not working</i>
<i>we were working</i>	<i>were we working?</i>	<i>we were not working</i>
<i>you were working</i>	<i>were you working?</i>	<i>you were not working</i>
<i>they were working</i>	<i>were they working?</i>	<i>they were not working</i>

A VERSE

The Moments

The moments fly, - a minute's gone;
The minutes fly, - an hour is run;
The day is fled, - the night is here;
Thus flies a week, - a month, - a year!

<i>moment</i>	[ˈməʊmənt]	momento
<i>to fly</i>	[flai]	volar
<i>to run</i>	[rʌn]	correr
<i>fled</i>	[fled]	de <i>to flee</i> , huir
<i>thus</i>	[ðʌs]	así

EXERCISES

a) *Answer the following questions on the Conversation:*

1. Who has Hugh come to see?
2. Who has he met?
3. What are the four doing?
4. What does Hugh ask Jane?
5. What was Uncle Roger doing at half past nine?
6. What was Albert doing?
7. What were you doing at ten o'clock?
8. Who telephoned Jane at half past nine?
9. At what time were you having dinner last night?
10. What do they all want?
11. What is Uncle Roger drinking?
12. What doesn't Jane like?

b) *Answer these questions affirmatively and negatively:*

Ex.: *Yes, I was sleeping when he came.*

No, I wasn't sleeping when he came.

1. Were you sleeping when he came?
2. Were the men working in the fields?
3. Was he having tea at five o'clock?
4. Were they walking in the park?
5. Was Margaret making a dress?
6. Were you speaking to my father?
7. Was Henry studying his lessons?

- | | |
|--|-------------------------------------|
| 8. Were you waiting for me? | 10. Was Ann cleaning her room? |
| 9. Was she watching television last night? | 11. Were the boys eating my apples? |
| | 12. Was she telling you a story? |

c) Write these sentences in the *Past Continuous tense*:

Ex.: The cat *was sleeping* under the chair.

- | | |
|---|-----------------------------------|
| 1. The cat is sleeping under the chair. | 6. She has written a story. |
| 2. Paul stood on that wall. | 7. The boys run very quickly. |
| 3. He will play football with me. | 8. He rode on my horse. |
| 4. They are listening to the teacher. | 9. She showed me her exercise. |
| 5. Those boys quarrelled yesterday. | 10. The bell rang at that moment. |

d) Put in the right form of the verb (*Simple Past or Past Continuous*):

- | | |
|--|---|
| 1. When James (arrive), I (have) a bath. | 6. When I (come) here, he (do) his homework. |
| 2. She (go) to school when I (see) her. | 7. When she (get) there, he (wait) for her. |
| 3. He (work) with me while he (live) here. | 8. The boy (ride) a horse when I (see) him. |
| 4. It (rain) when I (leave) home. | 9. When she (go into) the room, the baby (cry). |
| 5. When I (open) the door, he (study). | 10. The cat (eat) a mouse when she (arrive). |

PRONUNCIATION EXERCISE

La letra *s*.

Al pronunciar una palabra con la letra *s* al principio, hay que tener bien en cuenta no decir una *e* delante. Para evitar eso, añádase la letra anterior a la *s* que sigue:

In Spain = *insspein*. No se diga *inespein*.

Practíquese con las frases siguientes:

- | | |
|-------------------------|-----------------------------------|
| 1. I want to-stay here. | 4. He wants to-smoke a cigarette. |
| 2. I can-speak English. | 5. He can't-speak German. |
| 3. He is in-Spain now. | 6. Don't-stand up now. |

LESSON THIRTY - FIVE

Can you **spea**k French? ↗

Yes, I can. ↘

No, I can't. ↘

Conversation



Uncle Roger is going to visit his friend Albert Eliot, who is staying in Paris. He wants to see Paris very much. He is going to fly to Paris. He doesn't want to go by sea. He can speak a little French. His friend can speak French very well. Hugh has come to say good-bye to Uncle Roger. They are in the sitting-room of the Wilsons. Mr. Wilson and his three sons have said good-bye to Uncle Roger. They had to work on the farm. Mrs. Wilson is helping Uncle Roger.

Uncle Roger: Have you a car, Hugh?

Hugh: Yes, I have.

Uncle Roger: Where is it?

Hugh: It's in the street near the church.
Uncle Roger: Can you take me to the airport, then?
Hugh: Of course, I can, but I must be back by two o'clock. Are your cases downstairs?
Uncle Roger: No, they aren't. They're upstairs.
Jane: Are those your cases on the ground behind the door?
Uncle Roger: Yes, they are.
Jane: Where is your passport?
Uncle Roger: It is in my pocket. Oh! no it isn't. It is not in my pocket. It is there on the table.
Jane: No, it isn't on the table.
Uncle Roger: Oh! it is here on the ground near the table.

NEW WORDS

<i>can</i>	[kan/kn]	<i>couldn't</i>	['kudənt]
<i>can't</i>	[ka:nt]	<i>mustn't</i>	['masənt]
<i>sea</i>	[si:]	<i>German</i>	['dʒə:mən]
<i>airport</i>	['æpo:t]	<i>may</i>	[mei]
<i>must</i>	[mʌst/məst]	<i>substitute</i>	['sʌbstɪtju:t]
<i>downstairs</i>	['daʊns'teəz]	<i>to swim</i>	[swɪm]
<i>upstairs</i>	['ʌp'steəz]	<i>meaning</i>	['mi:nɪŋ]
<i>ground</i>	[graʊnd]	<i>to put</i>	[put]
<i>passport</i>	['pa:spo:t]	<i>to touch</i>	[tʌtʃ]

**CAN'T = CANNOT; COULDN'T = COULD NOT;
 MUSTN'T = MUST NOT**

<i>can</i>	{	<i>I can</i>	<i>can I?</i>	<i>I cannot</i>	<i>can I not?</i>
	}	<i>he can</i>	<i>can he?</i>	<i>he cannot</i>	<i>can he not?</i>

Can he speak German?

Yes, *he can* speak German.

No, *he cannot* (can't) speak German.

May I open the window?

Yes, *you may* open the window.

No, *you may not* open the window.

Must we write it now?

Yes, *you must* write it now.

No, *you must not* (mustn't) write it now.

GRAMMATICAL EXPLANATIONS

Los verbos *can*, *may*, *must* son unos verbos especiales que no se comportan como los otros verbos que el alumno conoce.

En los libros 2.º, 3.º y 4.º de esta obra tiene el alumno una explicación detallada y completa de todos los verbos *defectivos*, incluyendo *can*, *may*, *must*.

Sólo diremos ahora que estos verbos se interrogan y niegan como *to be* y *to have*. No tienen infinitivo ni tiempos compuestos, y la tercera persona singular del *Simple Present* no toma "s". La negativa de *can* es *cannot*, todo en una palabra.

CAN significa: *ability, capacity,*
faculty

= habilidad, capacidad, facultad.

MAY significa: 1 - *possibility,*
2 - *permission*

= posibilidad, permiso.

MUST significa: *obligation, necessity*

= obligación, necesidad.

He aquí el *Simple Present* y *Simple Past* de *can*, *may*, *must* conjugados en primera y tercera personas del singular:

Simple Present

I can
he can

I may
he may

I must
he must

Simple Past

I could
he could

I might (1)
he might (2)

I had to
he had to

} *

* En realidad, *must* no tiene ninguna otra forma. La asimilación que hacemos con *to have* no es del todo exacta o equivalente.

Obsérvense, en los siguientes ejemplos, el uso de los verbos mencionados:

Henry <i>can</i> speak French very well	= Enrique <i>sabe</i> hablar francés muy bien.
I <i>could</i> not translate the letter	= No <i>pude</i> traducir la carta.
It <i>may</i> be very good, I think (1)	= Puede ser muy bueno, creo yo.
They said that he <i>might</i> be at home (1)	= Ellos <i>dijeron</i> que él <i>podría</i> estar en casa.
May I speak to my schoolmate? (2)	= ¿Puedo hablar a mi condiscípulo?
The teacher said that I <i>might</i> speak to Ann (2)	= El profesor <i>dijo</i> que <i>podía</i> hablar con Ana.
I <i>must</i> come to school every day	= Yo <i>debo</i> venir a la escuela todos los días.
He <i>had to</i> take the medicine in the end	= El <i>tuvo</i> que tomar la medicina al fin.

EXERCISES

a) *Answer the following questions on the Conversation:*

- | | |
|-----------------------------------|---------------------------------------|
| 1. Where is Uncle Roger going? | 6. Have you a passport? |
| 2. How is he going there? | 7. Have you been out of your country? |
| 3. Who is taking him? | 8. Where is Hugh's car? |
| 4. Where are his cases? | 9. Have you a car? |
| 5. Is his passport in his pocket? | 10. Can you drive? |

b) *Put in can, may, must or their substitutes:*

- | | |
|--|--|
| 1. Paul — give you his books. (possibility). | 6. James — to go there last night. (necessity) |
| 2. We — study our lessons. (obligation) | 7. — you ride a bicycle? (ability) |
| 3. It — rain this afternoon. (possibility) | 8. George — become a rich man. (possibility) |
| 4. My father — do it very well. (ability) | 9. You — read it twice. (obligation) |
| 5. He — swim when he was twelve. (ability) | 10. — he write with his eyes shut? (ability) |

c) *Translate these sentences into English:*

- | | |
|-------------------------------------|-------------------------------------|
| 1. Puede ser bueno. | 11. La clase puede estar abierta. |
| 2. ¿Puedes verlo ahora? | 12. Ella no pudo entenderlo. |
| 3. Ella debe venir hoy. | 13. ¿Puedo entrar, por favor? |
| 4. El puede llegar mañana. | 14. Tú no debes hacer eso. |
| 5. ¿Debo yo preguntarle primero? | 15. Debemos ayudar a tu hermano. |
| 6. Ellos no vieron a Enrique. | 16. El gato no durmió en el jardín. |
| 7. ¿Fuiste a Londres el año pasado? | 17. ¿Estudió María con tu hermana? |
| 8. Ella no trabajó en esta oficina. | 18. ¿Escuchaste las noticias ayer? |
| 9. ¿Borró David la pizarra? | 19. ¿Conocía usted a mi hermano? |
| 10. El no dijo eso. | 20. Ella no llegó a tiempo. |

d) *Change these sentences into the affirmative:*

- | | |
|---------------------------------------|---|
| 1. Don't repeat after Peter, please. | 10. Please don't do that. |
| 2. Please don't give me that. | 11. Don't go there, please. |
| 3. Don't open the door now, please. | 12. Please don't water the flowers. |
| 4. Please don't write on the walls. | 13. Don't tell her about it, please. |
| 5. Don't close your books, please. | 14. Don't make a noise, please. |
| 6. Please don't come here. | 15. Please don't touch it with your hand. |
| 7. Don't put your feet there, please. | 16. Please don't sing here. |
| 8. Please don't stand up now. | |
| 9. Please don't erase the sentence. | |

DICTIONARY

English people drink a lot of tea. They drink tea for breakfast, after lunch and at tea-time. Englishmen also like drinking beer. Beer is cheaper than whisky.

PRONUNCIATION EXERCISE

Es esencial hacer la diferencia entre la *v* y la *b* en inglés. Practíquense las palabras siguientes:

v

covered
vanish
van
very
vigour

b

cupboard
banish
ban
bury
bigger

LESSON THIRTY - SIX

Had Uncle Roger seen Jane before he came back? ↗

Yes, he had. ↘

No, he hadn't. ↘

Reading



Uncle Roger had spoken to Jane and her mother about his life in Patagonia. He had left his country twenty-three years ago after his sister, Mrs. Wilson, had got married. He had first been a sailor and had visited many countries, especially European and South American countries. After some years as a sailor, he had left his ship at Buenos Aires and had stayed in that city for several years. He had worked at many things. But at last, a friend of his had taken him on a journey south towards Patagonia, and he had stayed there in the south of Argentine.

Uncle Roger had first worked on a sheep farm. He had imported some Merino sheep from Spain and had made a lot of money with the wool, which he sold in

Buenos Aires. On one of his journeys to Buenos Aires he had met a young Italian girl and had fallen in love with her. They had got married a few months later and they had gone to live on the farm. They had been very happy and Uncle Roger had worked very hard. They had never had any children. His wife had died some years ago and Uncle Roger had never married again.

NEW WORDS

<i>to get married</i>	[ˈget ˈmarɪd]	<i>to sell</i>	[sel]
<i>sailor</i>	[ˈseɪlə(r)]	<i>Italian</i>	[iˈtæljən]
<i>especially</i>	[ɪsˈpeʃəli]	<i>to fall in love</i>	[ˈfɔ:l ɪn ˈlʌv]
<i>European</i>	[juərəˈpiən]	<i>later</i>	[ˈleɪtə(r)]
<i>several</i>	[ˈsevrəl]	<i>to cut</i>	[kʌt]
<i>journey</i>	[ˈdʒə:ni]	<i>to kill</i>	[kɪl]
<i>towards</i>	[tuˈwɔ:dz]	<i>to cover</i>	[ˈkʌvə(r)]
<i>to import</i>	[ɪmˈpɔ:t]	<i>cloth</i>	[klo:θ]
<i>Spain</i>	[speɪn]	<i>to fill</i>	[fɪl]
<i>wool</i>	[wʊl]	<i>pot</i>	[pɒt]

HAD YOU BEEN?; HAD HE BEEN?

Had Ann cleaned the house when Paul arrived?

Yes, Ann *had cleaned* the house when Paul *arrived*.

No, Ann *had not* (hadn't) *cleaned* the house when Paul *arrived*.

Had he finished his work by then?

Yes, he *had finished* his work *by then*.

No, he *had not* (hadn't) *finished* his work *by then*.

Had Albert spoken to his father before Eric went there?

Yes, Albert *had spoken* to his father before Eric *went* there.

No, Albert *had not* (hadn't) *spoken* to his father before Eric *went* there.

Had she seen a bullfight before then?

Yes, she *had seen* a bullfight *before then*.

No, she *had not* (hadn't) *seen* a bullfight *before then*.

Had you studied Spanish before you went to Mexico?

Yes, I *had studied* Spanish before I *went* to Mexico?

No, I *had not* (hadn't) *studied* Spanish before I *went* to Mexico.

GRAMMATICAL EXPLANATIONS

Todas las oraciones anteriores están en el "*Past Perfect*". Es éste el tiempo gramatical que usamos para indicar que el fin de una acción o suceso tuvo lugar antes de otro momento indicado.

El *Past Perfect* de cualquier verbo se forma con el *Simple Past* del verbo *to have* más el *participio pasivo* del verbo principal.

Como se trata también de un tiempo compuesto, su interrogativa es por *inversión*. La forma negativa se hace poniendo *not* detrás del *verbo auxiliar* en forma afirmativa.

He aquí el *Past Perfect* del verbo *to see* conjugado en todas las personas y en las formas afirmativa, interrogativa y negativa:

Affirmative	Interrogative	Negative
<i>I had seen it</i>	<i>had I seen it?</i>	<i>I had not seen it</i>
<i>you had seen it</i>	<i>had you seen it?</i>	<i>you had not seen it</i>
<i>he</i> } <i>had seen it</i>	<i>he</i> } <i>seen it?</i>	<i>he</i> } <i>had not seen it</i>
<i>she</i> }	<i>had she</i> }	<i>she</i> }
<i>it</i> }	<i>it</i> }	<i>it</i> }
<i>we had seen it</i>	<i>had we seen it?</i>	<i>we had not seen it</i>
<i>you had seen it</i>	<i>had you seen it?</i>	<i>you had not seen it</i>
<i>they had seen it</i>	<i>had they seen it?</i>	<i>they had not seen it</i>

Las formas contractas afirmativas son las siguientes:

<i>I'd</i>	[aɪd]	= I had
<i>you'd</i>	[ju:d]	= you had
<i>he'd</i>	[hi:d]	= he had
<i>she'd</i>	[ʃi:d]	= she had
<i>we'd</i>	[wi:d]	= we had
<i>you'd</i>	[ju:d]	= you had
<i>they'd</i>	[ðeid]	= they had

EXERCISES

a) *Answer the following questions on the Reading:*

- How long ago had Uncle Roger left his country?
- Who had got married before he left?
- What had Uncle Roger been first?
- Had he visited many countries in Asia?
- What countries had he visited?
- Where had he left his ship?
- When had he left his ship?
- How long had he stayed at Buenos Aires?
- What had he worked at?
- Where had his friend taken him?
- What had Uncle Roger first worked on?
- Had he imported any ducks?
- Had he lost money on the sheep?
- Where had he sold the wool?
- When had he met the young Italian girl?
- What had happened?
- When had they got married?
- Where had they gone to live?
- How many children had they had?
- Had he married again?

b) *Answer these questions affirmatively and negatively:*

- Had he been here before?
- Had they cut the tree?
- Had Margaret studied her lesson?
- Had he taken it home?
- Had he lost all his money?
- Had they hidden it in the forest?
- Had Paul paid for it?
- Had the boy drunk the milk?
- Had they gone to see her?
- Had he quarrelled with his brother?
- Had they lived in this town before?
- Had she opened the windows?

c) *Write these sentences in the Past Perfect tense:*

Ex.: They *had gone* to buy it.

- | | |
|--------------------------------|-----------------------------------|
| 1. They are going to buy it. | 6. Does she work here? |
| 2. The boy fell from the tree. | 7. Did he see them? |
| 3. Is William with you? | 8. They will help him. |
| 4. He sent us two letters. | 9. It is covered with a cloth. |
| 5. The cat killed four mice. | 10. He filled the pot with water. |

d) *Translate these sentences into English:*

- | | |
|--------------------------------------|---|
| 1. El nos había visto dos veces. | 4. ¿Te habían ellos escondido tus libros? |
| 2. ¿Había estado ella antes aquí? | 5. Yo quise naranjas después. |
| 3. Pablo no había estudiado francés. | 6. ¿Qué quieres que te compre? |

PRONUNCIATION EXERCISE

Practíquese la diferencia entre *d* y *ð*.

d

day
dare
den
doze
die

ð

they
their/there
then
those
thy

LESSON THIRTY - SEVEN

Can you see yourself in **that** mirror? ↗

Yes, I can. ↘

No, I can't. ↘

Conversation



Jane and her best friend May work in the same office. They go to work at nine o'clock in the morning and come out at one o'clock. During the morning they have twenty minutes for tea. Generally they go out for tea. They are now having their tea and some biscuits and they are speaking about different things.

May: Your dress is very nice, but it is a little too long.

Jane: Is it? I couldn't see myself in the mirror this morning.

May: Why?

Jane: Well, we have only one long mirror and that is in the bathroom.

May: Well, why couldn't you use it?
Jane: My three brothers were washing themselves, and they took a long time.
Then my father had a shave and cut himself.
May: How is your little sister? How old is she?
Jane: She is very well. She is just five. She can wash herself but not very well.
May: Can she dress herself?
Jane: No, not completely, but she is learning. How are your brothers?
May: They are very well. They are learning French. They are teaching themselves French, and it is very amusing.
Jane: I myself prefer to learn with a teacher.

NEW WORDS

<i>yourself</i>	[jo:'self]	<i>blade</i>	[bleid]
<i>mirror</i>	['mirə(r)]	<i>amusing</i>	[ə'mju:ziŋ]
<i>during</i>	['djuəriŋ]	<i>to prefer</i>	[pri'fə(r)]
<i>myself</i>	[mai'self]	<i>to save</i>	[seiv]
<i>to use</i>	[ju:z]	<i>careful</i>	['keəful]
<i>themselves</i>	[ðəm'selvz]	<i>to hurt</i>	[hə:t]
<i>to have a shave</i>	['hav ə 'feiv]	<i>spring</i>	[sprɪŋ]
<i>himself</i>	[him'self]	<i>university</i>	[ju:ni'və:siti]
<i>completely</i>	[kəm'pli:tli]	<i>useful</i>	['ju:sful]
<i>to dry</i>	[drai]	<i>everything</i>	['evriθiŋ]
<i>air</i>	[eə(r)]		

GRAMMATICAL EXPLANATIONS (I)

Supresión del artículo determinado.—No siempre que se usa el artículo determinado en español se emplea en inglés. Así, el artículo determinado "*the*" se suprime:

1.º *Delante de los nombres abstractos:*

Happiness is not easy = *La felicidad* no es fácil.
Beauty is desirable = *La hermosura* es deseable.

2.º *Delante de los nombres usados en sentido general:*

<i>Wine</i> is expensive here	= <i>El vino es caro aquí.</i>
<i>Apples</i> are good in England	= <i>Las manzanas son buenas en Inglaterra.</i>

3.º *Delante de los nombres materiales:*

<i>Food</i> is dear now	= <i>La comida es cara ahora.</i>
<i>Midas</i> loved gold	= <i>Midas amaba el oro.</i>

4.º *Delante de los nombres de plazas, calles y avenidas:*

<i>Bolivar Square</i> is pretty	= <i>La Plaza Bolívar es bonita.</i>
<i>Venezuela Circus</i> is big	= <i>La plaza Venezuela es grande.</i>

5.º *Delante de los nombres propios y apellidos:*

Poor <i>James</i> fell from the tree	= <i>El pobre Jaime se cayó del árbol.</i>
<i>Mr. Gardner</i> is my friend	= <i>El Sr. Gardner es mi amigo.</i>

6.º *Delante de algunas otras palabras que ya aprenderemos.*

Obsérvense las siguientes construcciones en inglés con el artículo determinado "the" y el pronombre "one":

<i>The one</i> on the right is good	= <i>El de la derecha es bueno.</i>
<i>The one</i> with big eyes is pretty	= <i>La de los ojos grandes es bonita.</i>
<i>The ones</i> in red coats are my brothers	= <i>Los de las chaquetas rojas son mis hermanos.</i>
This is the green book and that is the red one	= <i>Este es el libro verde y aquél es el rojo.</i>

Pronombres recíprocos.—Para expresar reciprocidad en inglés se usan las siguientes expresiones, que se colocan detrás del verbo:

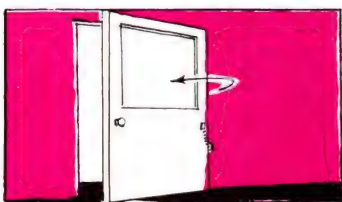
ONE ANOTHER	= <i>se, nos os</i> (para más de dos personas o sujetos).
EACH OTHER	= <i>se, nos, os</i> (para dos personas o sujetos).

Así:

Ruth and Mary can't understand *each other*.
Peter, Paul and I know *one another* very well.
We are schoolmates and love *one another*.



I see *myself* in the mirror.



The door locks *itself* automatically.

The little girl *washes* herself every day.



They teach *themselves* French.



The boy cut *himself* with a blade.



GRAMMATICAL EXPLANATIONS (II)

Los *pronombres reflexivos* ingleses singulares acaban en "*self*", y los plurales, en "*selves*". Se colocan *detrás del verbo* y no antes, como en español:

MYSELF	[mai'self]	= <i>me</i>
YOURSELF	[jo:'self]	= <i>te, se</i>
HIMSELF	[him'self]	= <i>se</i>
HERSELF	[hə:'self]	= <i>se</i>
ITSELF	[it'self]	= <i>se</i>
OURSELVES	[auə'selvz]	= <i>nos</i>
YOURSELVES	[jo:'selvz]	= <i>os, se</i>
THEMSELVES	[ðəm'selvz]	= <i>se</i>

Los *pronombres enfáticos* son los mismos que los reflexivos, pero, contrariamente a éstos, los enfáticos pueden ir, indistintamente, delante o detrás del verbo:

MYSELF	= <i>yo mismo.</i>
YOURSELF	= <i>tú mismo, tú misma, usted mismo, usted misma.</i>
HIMSELF	= <i>él mismo.</i>
HERSELF	= <i>ella misma.</i>
ITSELF	= <i>ello mismo (no personal).</i>
OURSELVES	= <i>nosotros mismos, nosotras mismas.</i>
YOURSELVES	= <i>vosotros mismos, vosotras mismas, ustedes mismos, ustedes mismas.</i>
THEMSELVES	= <i>ellos mismos, ellas mismas.</i>

Véanse los ejemplos siguientes:

The Little Red Hen planted the bean herself.	}	<i>La Gallinita Roja misma plantó el haba.</i>
The Little Red Hen herself planted the bean.		
I made that hat myself.	}	<i>Yo mismo hice aquel sombrero.</i>
I myself made that hat.		
My friend wrote it himself.	}	<i>Mi amigo mismo lo escribió.</i>
My friend himself wrote it.		
We sent the note ourselves.	}	<i>Nosotros mismos enviamos la nota.</i>
We ourselves sent the note.		

Algunas conjunciones inglesas.—Obsérvese el uso de las conjunciones siguientes:

and	[and/ænd]	= y
but	[bʌt/bət]	= <i>pero, sino</i>
if	[if]	= <i>si</i>
because	[bi'koz]	= <i>porque</i>
why	[wai]	= <i>por qué</i>
or	[o:(r)]	= <i>o</i>
although	[o:l'dəu]	= <i>aunque</i>

He is an honest man *and* lives happily.
 She looked for her ring *but* she didn't find it.
 They will be happy *if* you come to see them.
 He gets good marks *because* he studies hard.
 We don't know *why* she is always so sad.
 Has he a car *or* a bicycle?
Although he lives far from here, he comes to see me every day.

A VERSE

One Thing at a Time

Work while you work, play while you play;
 That is the way to be cheerful and gay.
 All that you do, do with your might;
 Things done by halves are never done right.

<i>cheerful</i>	[tʃiəfʊl]	= alegre
<i>gay</i>	[gei]	= contento
<i>might</i>	[maɪt]	= fuerza
<i>halves</i>	[ha:vz]	= mitades

EXERCISES

a) *Answer the following questions on the Conversation:*

- Where do Jane and May work?
- At what time do they go to work?
- What do they have during the morning?
- Who makes the tea?
- What is Jane's dress like?
- What were Jane's three brothers doing?

7. Who cut himself?
8. How old is May's little sister?
9. What can't she do completely?
10. What are Jane's brothers doing?

b) *Put in reflexive or emphatic pronouns:*

1. The bird saw — in the water.
2. I looked at — in the looking-glass.
3. The girl wrote the letter —.
4. Please help — to the cheese.
5. The dog fell into the river but it saved —.
6. Margaret is always looking at —.
7. Did Mr. Gardner ask the question —?
8. Little children must not help — at the table.
9. Be careful, you may hurt —.
10. Henry and Peter say it —.
11. Yes, I can do it —.
12. Paul lives alone and looks after —.

c) *Put in "the", "a", or "an" when necessary:*

1. — ant is not — animal.
2. — children must study their lessons.
3. This is — English book.
4. No, — books are not shut.
5. — cows are eating now.
6. This is not — university; it is — school.
7. — spring is beautiful in his country.
8. — milk is better here than in the city.
9. — good books are useful for students.
10. That was — interesting story.
11. — cows are useful to — man.
12. The teacher gave me — pencil.
13. Her father is — teacher.
14. Are — dogs nice animals?
15. These are — apples that I bought.
16. I don't see — Mr. Gardner now.
17. — horses and — donkeys are animals.
18. His house is near — San Martin Square.
19. — monkey cannot speak.
20. He said, "we — children have everything here."

d) *Write these sentences in the Superlative of Superiority:*

Ex.: That was a big apple

That was the biggest apple.

1. The Orinoco is a long river.
2. She is an interesting woman.
3. This was a difficult lesson.
4. Mr. Poser is an important man.
5. London is a big city.
6. Margaret is a pretty girl.
7. This is a new book.
8. My friend is a great writer.
9. That was a good car.
10. She is a happy girl.

PRONUNCIATION EXERCISE

Ejercicio de acentuación y enlace.

Practíquense las frases siguientes pronunciando enérgicamente las sílabas en tipo grueso:

I-met **John**-and **Mary**-in-the **street**.
he-has **put**-it-on-the **chair**.
I **haven't** **seen**-him-since **Monday**.
she-has-**spoken**-to-them-about-it.
will-you-**give**-me-a **cup**-of **tea**?
I-**didn't** **give**-him anything.
I-have-**bought**-it-for-you.
My-**watch**-must-be **slow**.
I've-**thought**-of-it.
he's-**coming**-with-me.
but-**I**-**don't** **want**-to **do**-it.
I-**haven't**-been-to-a **cinema**-for-a **long** **time**.

LESSON THIRTY - EIGHT

Would you **like** to **go** to **Paris**? ↗

Yes, I should. ↘

No, I shouldn't. ↘

Conversation



It is evening. Jane and Hugh are going for a walk. They are in the park. The weather is lovely. It is spring. Hugh wants to ask Jane if she has thought about marrying him, but he does not know how to begin.

Hugh: It's a lovely day, isn't it?

Jane: Yes, it is. I love this weather.

Hugh: Have you thought about what I asked you, Jane?

Jane: Yes, I have been thinking about it all the time?

Hugh: You know I love you, and I would make you very happy.

Jane: Yes, I know that and I like you, too.
Hugh: Would you like to marry me?
Jane: I don't know. Where would we live?
Hugh: We would live at home, of course!
Jane: What would your mother say?
Hugh: She would like to have you live with her.
Jane: Yes, but I don't think I would like to live in her house. I would like to live in my own house.
Hugh: Yes, but where would Mother live?
Jane: I don't know. Can't we buy a small house?
Hugh: I haven't enough money.
Jane: Well, we must save as much as we can.

NEW WORDS

<i>would</i>	[wud/d]	<i>enough</i>	[i'naʃ]
<i>should</i>	[ʃud]	<i>to dance</i>	[da:ns]
<i>shouldn't</i>	[ʃudənt]	<i>sure</i>	[ʃuə(r)]
<i>wouldn't</i>	[wudənt]	<i>to look for</i>	[lʊk fo:(r)]
<i>isn't it?</i>	[ɪzənt it?]	<i>to grow</i>	[grəʊ]
<i>to begin</i>	[bi'gin]	<i>to button</i>	[bʌtn]
<i>own</i>	[əʊn]		

SHOULDN'T = SHOULD NOT; WOULDN'T = WOULD NOT

Would you *help* him if he *asked* you?

Yes, I *would help* him if he asked me.

No, I *would not* (wouldn't) *help* him if he asked me.

Would Henry *buy* the car if he *got* the money?

Yes, Henry *would buy* the car if he got the money.

No, Henry *would not* (wouldn't) *buy* the car if got the money.

Would she go dancing if you invited her?

Yes, she *would* go dancing if I invited her.

No, she *would not* (wouldn't) go dancing if I invited her.

Would they talk to us if they saw us?

Yes, they *would* talk to us if they saw us.

No, they *would not* (wouldn't) talk to us if they saw us.

Would Sandy tell you if she knew about it?

Yes, Sandy *would* tell me if she knew about it.

No, Sandy *would not* (wouldn't) tell me if she knew about it.

GRAMMATICAL EXPLANATIONS

El *condicional* en inglés es un tiempo compuesto, ya que se forma con la ayuda de dos verbos auxiliares.

Estos verbos auxiliares son "*should*" y "*would*". Empleamos, generalmente, *should* con las primeras personas (*I, we*); usamos *would* con las segundas y terceras (*you, he, she, it, they*).

El *condicional* se forma con *should* y *would* más el *infinitivo* sin "*to*" del verbo que se conjuga.

Por ser el condicional un tiempo compuesto, su interrogativa es por *inversión*. La negativa se hace poniendo *not* detrás del verbo auxiliar en forma afirmativa.

He aquí el "*Conditional Simple*" del verbo *to walk* conjugado en todas las personas y en las formas afirmativa, interrogativa y negativa:

Affirmative	Interrogative	Negative
<i>I should walk</i>	<i>should I walk?</i>	<i>I should not walk</i>
<i>you would walk</i>	<i>would you walk?</i>	<i>you would not walk</i>
<i>he</i>	<i>he</i>	<i>he</i>
<i>she</i>	<i>would she</i>	<i>she</i>
<i>it</i>	<i>it</i>	<i>it</i>
<i>we should walk</i>	<i>should we walk?</i>	<i>we should not walk</i>
<i>you would walk</i>	<i>would you walk?</i>	<i>you would not walk</i>
<i>they would walk</i>	<i>would they walk?</i>	<i>they would not walk</i>

Las formas contractas afirmativas son las siguientes:

<i>I'd</i>	[aid]	= I should
<i>you'd</i>	[ju:d]	= you would
<i>he'd</i>	[hi:d]	= he would
<i>she'd</i>	[ʃi:d]	= she would
<i>we'd</i>	[wi:d]	= we should
<i>you'd</i>	[ju:d]	= you would
<i>they'd</i>	[ðeid]	= they would

Resumen y formación de los tiempos gramaticales que han aparecido en el libro primero de esta obra.

Infinitive	Present	Past	Past participle	Gerund
<i>to walk</i>	<i>walk</i>	<i>walked</i>	<i>walked</i>	<i>walking</i>
<i>to put</i>	<i>put</i>	<i>put</i>	<i>put</i>	<i>putting</i>
<i>to sleep</i>	<i>sleep</i>	<i>slept</i>	<i>slept</i>	<i>sleeping</i>
<i>to drink</i>	<i>drink</i>	<i>drank</i>	<i>drunk</i>	<i>drinking</i>

El "*Simple Present*" de cualquier verbo inglés, menos *to be* y *to have*, es igual al infinitivo sin "*to*" del verbo. Cuando no se trata de un verbo defectivo, las terceras personas del singular toman una "*s*" o "*es*". Es decir, que el "*Simple Present*" de las terceras personas del singular de todo verbo *normal* (menos *to be* y *to have*) es igual al infinitivo sin "*to*" del verbo más "*s*" o "*es*". Ej.: *I drink; he drinks.*

El "*Simple Past*" de cualquier verbo inglés, si se trata de un verbo irregular, es igual a la segunda columna del verbo. Si se trata de un verbo regular, es igual al infinitivo sin "*to*" de ese verbo más "*d*" o "*ed*". Contrariamente a lo que sucede en el *Simple Present*, la forma del verbo en el "*Simple Past*" es la misma para todas las personas. Ej.: *I drank; he drank.*

NOTA.—Los únicos *tiempos simples* de todo verbo inglés son el *Simple Present* y el *Simple Past*. Todos los demás tiempos son *compuestos* o *perfectos*.

El "*Present Perfect*" se forma con el *Simple Present* del verbo *to have* más el participio pasivo del verbo principal: Ej.: *I have drunk.*

El "*Past Perfect*" se forma con el *Simple Past* del verbo *to have* más el participio pasivo del verbo principal. Ej.: *I had drunk.*

El "*Present Continuous or Progressive*" se forma con el *Simple Present* del verbo *to be* más el gerundio del verbo principal. Ej.: *I am drinking.*

El "*Past Continuous or Progressive*" se forma con el *Simple Past* del verbo *to be* más el gerundio del verbo principal. Ej.: *I was drinking*.

El "*Future Simple*" se forma con *shall* o *will* más el infinitivo sin "*to*" del verbo principal. Ej.: *I shall drink*.

El "*Simple Conditional*" se forma con *should* o *would* más el infinitivo sin "*to*" del verbo principal. Ej.: *I should drink*.

EXERCISES

a) *Answer the following questions on the Conversation:*

1. Who is Hugh talking to?
2. What are they speaking about?
3. What has Jane been thinking about?
4. Would she like to marry Hugh?
5. What does she want to know?
6. Would Hugh's mother like Jane to live with her?
7. Where would Jane like to live?
8. What would Jane like to buy?
9. Has Hugh a lot of money?
10. What must they do?

b) *Put the verb in brackets in the Conditional Simple tense:*

Ex.: If he worked hard, they *would pay* him well.

1. If he worked hard, I (pay) him well.
2. He (do) it he were sure.
3. If Roger studied hard, he (learn) a lot.
4. She (tell) your brother if she saw him.
5. I (buy) them if they were good.
6. He (give) it to me if he had it.
7. If you looked for it, you (find) it.
8. I (be) happy if she lived here.
9. If Henry wanted, I (work) with him.
10. They (wait) for you if they had time.
11. If you tried it once more, you (get) it.
12. I (like) to do it if I had the money.
13. If he taught me, I (learn).
14. She (thank) you if you helped her.
15. If you asked me, I (answer).
16. The dog (come in) if you opened the door.
17. If I had it, I (give) it to you.
18. He (ride) on that horse if it were his.
19. She (close) the window if it were cold.
20. The tree (grow) if you planted it.

c) *Translate these sentences into English:*

- | | |
|-------------------------------------|---|
| 1. ¿Vivirías tú en esta casa? | 6. Sí, usted aprendería muy rápido. |
| 2. Sí, eso estaría muy bien. | 7. ¿Trabajaría ella con nosotros? |
| 3. Yo lo abriría con esta llave. | 8. A él le gustaría conocer Londres. |
| 4. Sí, yo cuidaría de tu hermano. | 9. Nosotros no estudiaríamos tanto como él. |
| 5. ¿Compraría usted este automóvil? | 10. Ellos no lo harían, estoy seguro. |

d) *Write the following sentences in the plural:*

Ex.: *There are some ants in this tin.*

- | | |
|--|---|
| 1. He catches a bird in this field. | 17. He has been a good man. |
| 2. I am a good pupil. | 18. That is a tomato. |
| 3. This boy goes there every day. | 19. There was a fly in the room. |
| 4. It was a mouse. | 20. The glass is on the table. |
| 5. She sees my house from there. | 21. It was a gold key. |
| 6. The fish was in that jar. | 22. She does her homework every day. |
| 7. There is a box on that table. | 23. My brother has one tie. |
| 8. He is a little child. | 24. This donkey bites a boy. |
| 9. This box is small. | 25. That lady is reading in the garden. |
| 10. It was a large room. | 26. It is black and red. |
| 11. There is a man in the street. | 27. Is that an egg? |
| 12. There is an old church in this city. | 28. The man has been here twice. |
| 13. This baby is crying. | 29. There was a field near the house. |
| 14. A mouse is not a big animal. | 30. She lives with her mother. |
| 15. This woman washes her son every day. | |

Dictation

May's little sister is just five. She can wash herself, but not very well. Her mother washes her legs and feet. She can also dress herself but not completely. Her mother buttons her dress.

PRONUNCIATION EXERCISE

Ejercicio de acentuación y de enlace.

Pronúnciense cada frase: a) acentuando energicamente cada sílaba en tipo grueso; b), sin hacer pausa ante las palabras.

where-are-you coming-from?

what-are-you going-to **do now**?

what-are-you **thinking**-about?

have-you-ever-been to-**London**?

it-has been-a-**pleasure** to-**help**-you.

at-**what-time**-are you-going-to-**work**?

of-**course**, you-can-**do**-it.

I-can-**do**-it-**now**.

he'll-**go**-**there** tomorrow.

you-must-be very-**tired**.

I'm-going-to-have my **hair cut**.

I-**haven't**-seen-her for **weeks**.

I'd-better **put**-my-watch-**right** before-I-forget.

it's-exactly **twenty**-past-eleven.

does-he-always **come**-in-time?

LESSON THIRTY - NINE

The boy has **not** a bicycle. ↘

The boy has **no** bicycle. ↘

Conversation



Hugh has taken Jane home and said good-night to her. Jane and her mother are in the kitchen getting the supper ready. Mr. Wilson and his sons are in the sitting-room watching television. They are waiting for their supper.

Jane: Hugh asked me to marry him again tonight.

Mrs. Wilson: What did you answer?

Jane: I told him I liked him, but I didn't want to live with his mother.

Mrs. Wilson: That means you are going to get married.

Jane: Yes, I suppose so.

Mrs. Wilson: Have you told anybody that you are going to get married?

- Jane:* No, we haven't told anybody. Nobody knows a thing.
- Mrs. Wilson:* When are you going to get married.
- Jane:* I don't know. As soon as we have enough money to buy a house, but Hugh hasn't much money and I have none at all.
- Mrs. Wilson:* Well, you'll have to save as much as you can and not spend anything at all, but don't tell anybody anything.
- Jane:* I promise to say nothing.

NEW WORDS

<i>to get ready</i>	[ˈget ˈredi]	<i>grass</i>	[gra:s]
<i>to mean</i>	[mi:n]	<i>to shoot</i>	[ʃu:t]
<i>to suppose</i>	[səˈpəuz]	<i>monkey</i>	[ˈmʌŋki]
<i>soon</i>	[su:n]	<i>kitten</i>	[ˈkitn]
<i>to spend</i>	[spend]	<i>giant</i>	[ˈdʒaɪənt]
<i>at all</i>	[ət ˈo:l]	<i>jar</i>	[dʒa:(r)]
<i>to throw</i>	[θrəu]	<i>coop</i>	[ku:p]

GRAMMATICAL EXPLANATIONS

La doble forma de negar en inglés.—En inglés la doble negación no existe. Así, una doble negación en una oración hace que ésta, en lugar de negar, afirme.

La negativa del artículo determinado "*a*", "*an*" es "*no*". La negativa del adjetivo "*some*" es "*no*" igualmente.

Antes de ilustrar lo enunciado, veamos cuál es el significado de *any*, *some*, *no*, *none*:

SOME = ANY = *un poco, unos cuantos, un pequeño número o cantidad de.*

NOT ANY = NONE (en función de pronombre) = *ninguno, nadie, nada.*

Todos estos partitivos forman varios compuestos (véase libro 2.^o). La regla general para su uso es que se emplea *some* y sus compuestos en oraciones afirmativas, y *any* y sus compuestos, en las interrogativas y en las negativas.

No olvidemos que:

not any = *no*

not a = *no*

Obsérvense los ejemplos siguientes:

The boy has *a* bicycle.
Has the boy *a* bicycle?

David wants *some* money.
Does David want *any* money?

They want *some*.
Do they want *any*?

The boy has *not a* bicycle.
The boy has *no* bicycle.

David does *not* want *any* money.
David wants *no* money.

They do *not* want *any*.
They want *none*.

Con los compuestos de *some* y *any* sucede lo mismo, respetando siempre la mencionada igualdad de:

not any = no

- a) I do *not* want *anything*.
He does *not* know *anybody*.
They have *not any* plants for you.
He will *not* get *any* food for me.
There is *not any* money for him.
I have *not* had *any* food today.

- b) = I want *nothing*.
= He knows *nobody*.
= They have *no* plants for you.
= He will get *no* food for me.
= There is *no* money for him.
= I have had *no* food today.

NOTA.—Generalmente, “las formas b)” son siempre más enfáticas que “las formas a)”.

EXERCISES

- a) *Answer the following questions on the Conversation:*

1. Do you think Hugh and Jane will get married?
2. Why doesn't Jane want to get married?
3. Have they said anything about it?
4. Does anybody know anything?
5. What are they waiting for?
6. Will it take them long to save enough money?
7. Is Hugh a rich man?
8. Would you like to buy a house?
9. Would you like to live in the city or in the country?
10. What does Jane promise to do?

- b) *Write these sentences in the Present Continuous and Past Continuous:*

Ex.: Arthur *is throwing* a stone at the hen.
Arthur *was throwing* a stone at the hen.

- | | |
|--------------------------------------|--|
| 1. Arthur threw a stone at the hen. | 8. The girl opened the window. |
| 2. She washed my shirt. | 9. The pupils listened to the teacher. |
| 3. They hid them near the wall. | 10. They have lunch in the hotel. |
| 4. That man wrote notes in his tent. | 11. He wrote to his uncle. |
| 5. Margaret stood on my books. | 12. Those boys lived in a big city. |
| 6. The boys jumped from that stone. | 13. He gave the money to the poor woman. |
| 7. She read the story. | 14. They shoot rabbits in these fields. |

c) *Make these sentences interrogative and negative:*

Ex.: *Could Henry come again?*

No, Henry couldn't come again.

- | | |
|---|---|
| 1. Henry could come again. | 24. The monkey bit his finger. |
| 2. They found it in the river. | 25. They drank a lot of wine. |
| 3. He can give the book to you. | 26. The kitten fell from the wall. |
| 4. Peter shut the door. | 27. Those children were his friends. |
| 5. She did it twice. | 28. My sister is writing a letter. |
| 6. James had new shoes. | 29. They came to see the boy. |
| 7. They stood up. | 30. Henry will give you his pen. |
| 8. The rabbits went into their hole. | 31. Mr. West went to New York. |
| 9. His father lived in that country. | 32. Her brother jumped into the river. |
| 10. Roger shot the rabbit. | 33. You have found my hat. |
| 11. The boys did their homework. | 34. She has two new dresses. |
| 12. Mr. Black makes good shoes. | 35. They are reading their books. |
| 13. The woman washed her child. | 36. Douglas will come to see us. |
| 14. Mary and Ruth hid them. | 37. He must put the books here. |
| 15. He found the money in the house. | 38. She was getting out of the river. |
| 16. She called Peter four times. | 39. Cyril catches birds in the forest. |
| 17. That boy gave James my school-bag. | 40. There was a rabbit in the hole. |
| 18. A rabbit eats grass. | 41. Mrs. White has arrived from London. |
| 19. They saved your friend Basil. | 42. We shall have a pretty house. |
| 20. He caught a cold. | 43. They paid for it. |
| 21. She gets a lot of eggs from her hens. | 44. He has ridden on your horse. |
| 22. He fell into the water. | 45. The door may be open. |
| 23. The boy became a big man. | 46. There were four pictures on the wall. |

47. He teaches her English.
48. They want to buy it.

49. Mary was washing her dress.
50. You did it three times.

d) *Turn the following sentences into the "Future Simple" tense using "shall" or "will":*

Ex.: Hugh *will be* my schoolmate.

- | | |
|-------------------------------------|--------------------------------------|
| 1. Hugh is my schoolmate. | 11. It sat on its house on the hill. |
| 2. They live in a big house. | 12. Alan saw them near the river. |
| 3. He gave the boy an apple. | 13. They are riding on my horse. |
| 4. Gladys fell into the hole. | 14. The giant opened the jar. |
| 5. He became rich. | 15. The doctor saved the child. |
| 6. We went on a journey. | 16. He made a coop for his hens. |
| 7. My friend killed the bear. | 17. They call me twice. |
| 8. He sent the money to his mother. | 18. She has a lot of money. |
| 9. I have gone to see my friend. | 19. It is very good. |
| 10. We had lunch at noon. | 20. They came by plane. |

PRONUNCIATION EXERCISE

Ejercicio de acentuación y enlace.

How-do-you-pronounce-it?
shall-we-go-for-a-walk?
would-you-like to-go out?
come-and see-us on-Monday.
I-hope you'll-excuse-me.
I-told-you he-did-it.
what-do-you-want-it-for?
shall-I-wrap-it-up-for-you?
what-can-I do-for you?
you-can-do-it if-you try.
do-you-want-me to-say-it-again?
I'm-going-to-have a-look-at-it.
would-you-like a-little-more?

IRREGULAR VERBS

Verbos irregulares, en orden alfabético, que aparecen en el libro 1.º de esta obra; y en los libros "Red Primer" y "Reader" 1, por Michael West.

<i>Present</i>		<i>Past</i>		<i>Past Participle</i>		<i>Significado</i>
<i>awake</i>	[ə'weik]	<i>awoke</i>	[ə'wəuk]	—		despertar, despertarse
be (am, are, is)	[bi:, am, a:(r), iz]	<i>was, were</i>	[wɒz/wəz, wə:(r)/ wə(r)]	<i>been</i>	[bi:n]	ser o estar
<i>become</i>	[bi'kʌm]	<i>became</i>	[bi'keim]	<i>become</i>	[bi'kʌm]	hacerse, con- vertirse, lle- gar a ser
<i>begin</i>	[bi'gin]	<i>began</i>	[bi'gan]	<i>begun</i>	[bi'gʌn]	comenzar, empezar
<i>bite</i>	[bait]	<i>bit</i>	[bit]	<i>bitten</i>	[ˈbitən]	morder
<i>bring</i>	[brɪŋ]	<i>brought</i>	[bro:t]	<i>brought</i>	[bro:t]	traer o llevar
<i>burn</i>	[bɜ:n]	<i>burnt</i>	[bɜ:nt]	<i>burnt</i>	[bɜ:nt]	quemar, arder
<i>buy</i>	[bai]	<i>bought</i>	[bo:t]	<i>bought</i>	[bo:t]	comprar
<i>can</i>	[kʌn]	<i>could</i>	[kud]	—		poder (facul- tad, capaci- dad)
<i>catch</i>	[kʌtʃ]	<i>caught</i>	[ko:t]	<i>caught</i>	[ko:t]	agarrar, co- ger, asir
<i>come</i>	[kʌm]	<i>came</i>	[keim]	<i>come</i>	[kʌm]	venir
<i>cut</i>	[kʌt]	<i>cut</i>	[kʌt]	<i>cut</i>	[kʌt]	cortar
<i>do</i>	[du:]	<i>did</i>	[dɪd]	<i>done</i>	[dʌn]	hacer
<i>draw</i>	[dro:]	<i>drew</i>	[dru:]	<i>drawn</i>	[dro:n]	dibujar, arrastrar
<i>drink</i>	[drɪŋk]	<i>drank</i>	[draŋk]	<i>drunk</i>	[draŋk]	beber, tomar
<i>drive</i>	[draɪv]	<i>drove</i>	[drəʊv]	<i>driven</i>	[ˈdrɪvən]	conducir, manejar
<i>eat</i>	[i:t]	<i>ate</i>	[et]	<i>eaten</i>	[ˈi:tən]	comer
<i>fall</i>	[fo:l]	<i>fell</i>	[fel]	<i>fallen</i>	[ˈfo:lən]	caer, caerse
<i>feed</i>	[fi:d]	<i>fed</i>	[fed]	<i>fed</i>	[fed]	alimentar, dar de comer

<i>Present</i>		<i>Past</i>		<i>Past Participle</i>		<i>Significado</i>
feel	[fi:l]	<i>felt</i>	[felt]	<i>felt</i>	[felt]	sentir
find	[faɪnd]	<i>found</i>	[faʊnd]	<i>found</i>	[faʊnd]	encontrar, hallar
fly	[flai]	<i>flew</i>	[flu:]	<i>flown</i>	[fləʊn]	volar
get	[get]	<i>got</i>	[got]	<i>got</i>	[got]	conseguir, obtener, lograr
give	[gɪv]	<i>gave</i>	[geɪv]	<i>given</i>	[ˈgɪvən]	dar
go	[gəʊ]	<i>went</i>	[went]	<i>gone</i>	[ɡɒn]	ir, irse
grow	[grəʊ]	<i>grew</i>	[gru:]	<i>grown</i>	[grəʊn]	crecer, cultivar
have (has)	[hav, (haz)]	<i>had</i>	[had]	<i>had</i>	[had]	tener o haber
hear	[hiə(r)]	<i>heard</i>	[hə:d]	<i>heard</i>	[hə:d]	oir
hide	[haɪd]	<i>hid</i>	[hid]	<i>hidden</i>	[ˈhɪdən]	esconder, esconderse
hit	[hit]	<i>hit</i>	[hit]	<i>hit</i>	[hit]	pegar, golpear, dar
hurt	[hə:t]	<i>hurt</i>	[hə:t]	<i>hurt</i>	[hə:t]	herir, lastimar
know	[nəʊ]	<i>knew</i>	[nju:]	<i>known</i>	[nəʊn]	saber conocer
lay	[lei]	<i>laid</i>	[leid]	<i>laid</i>	[leid]	poner, colocar
lead	[li:d]	<i>led</i>	[led]	<i>led</i>	[led]	guiar, conducir, dirigir
learn	[lə:n]	<i>learnt</i>	[lə:nt]	<i>learnt</i>	[lə:nt]	aprender
leave	[li:v]	<i>left</i>	[left]	<i>left</i>	[left]	dejar, partir, irse
let	[let]	<i>let</i>	[let]	<i>let</i>	[let]	permitir, alquilar
lie	[lai]	<i>lay</i>	[lei]	<i>lain</i>	[lein]	tumbarse, yacer
lose	[lu:z]	<i>lost</i>	[lost]	<i>lost</i>	[lost]	perder
make	[meɪk]	<i>made</i>	[meid]	<i>made</i>	[meid]	hacer, fabricar
may	[meɪ]	<i>might</i>	[mait]	—		poder (posibilidad, permiso)
mean	[mi:n]	<i>meant</i>	[ment]	<i>meant</i>	[ment]	significar
meet	[mi:t]	<i>met</i>	[met]	<i>met</i>	[met]	encontrar, reunirse
must	[mʌst]	—		—		deber (obligación, necesidad)
pay	[pei]	<i>paid</i>	[peɪd]	<i>paid</i>	[peɪd]	pagar
put	[put]	<i>put</i>	[put]	<i>put</i>	[put]	poner
read	[ri:d]	<i>read</i>	[red]	<i>read</i>	[red]	leer
ride	[raɪd]	<i>rode</i>	[rəʊd]	<i>ridden</i>	[ˈrɪdən]	cabalgar, montar

<i>Present</i>		<i>Past</i>		<i>Past Participle</i>		<i>Significado</i>
ring	[riŋ]	<i>rang</i>	[raŋ]	<i>rung</i>	[raŋ]	tocar, sonar el timbre
run	[raŋ]	<i>ran</i>	[raŋ]	<i>run</i>	[raŋ]	correr
say	[sei]	<i>said</i>	[sed]	<i>said</i>	[sed]	decir
see	[si:]	<i>saw</i>	[so:]	<i>seen</i>	[si:n]	ver
sell	[sel]	<i>sold</i>	[səuld]	<i>sold</i>	[səuld]	vender
send	[send]	<i>sent</i>	[sent]	<i>sent</i>	[sent]	enviar, man- dar
set	[set]	<i>set</i>	[set]	<i>set</i>	[set]	poner, colo- car
shine	[ʃain]	<i>shone</i>	[ʃon]	<i>shone</i>	[ʃon]	brillar, relu- cir
shoot	[ʃu:t]	<i>shot</i>	[ʃot]	<i>shot</i>	[ʃot]	disparar, ma- tar
show	[ʃəu]	<i>showed</i>	[ʃəud]	<i>shown</i>	[ʃəun]	mostrar, en- señar
shut	[ʃʌt]	<i>shut</i>	[ʃʌt]	<i>shut</i>	[ʃʌt]	cerrar
sing	[siŋ]	<i>sang</i>	[saŋ]	<i>sung</i>	[saŋ]	cantar
sit	[sit]	<i>sat</i>	[sat]	<i>sat</i>	[sat]	sentarse
sleep	[sli:p]	<i>slept</i>	[slept]	<i>slept</i>	[slept]	dormir, dor- mirse
smell	[smel]	<i>smelt</i>	[smelt]	<i>smelt</i>	[smelt]	oler
speak	[spi:k]	<i>spoke</i>	[spəuk]	<i>spoken</i>	[ˈspəukən]	hablar
spell	[spel]	<i>spelt</i>	[spelt]	<i>spelt</i>	[spelt]	deletrear
spend	[spend]	<i>spent</i>	[spent]	<i>spent</i>	[spent]	gastar, pasar
stand	[stand]	<i>stood</i>	[stud]	<i>stood</i>	[stud]	estar de pie o ponerse en pie
steal	[sti:l]	<i>stole</i>	[stəul]	<i>stolen</i>	[ˈstəulən]	robar
swim	[swim]	<i>swam</i>	[swam]	<i>swum</i>	[swʌm]	nadar
take	[teik]	<i>took</i>	[tuk]	<i>taken</i>	[ˈteikən]	tomar, llevar
teach	[ti:tʃ]	<i>taught</i>	[to:t]	<i>taught</i>	[to:t]	enseñar
tell	[tel]	<i>told</i>	[təuld]	<i>told</i>	[təuld]	decir, contar, narrar
think	[θiŋk]	<i>thought</i>	[θo:t]	<i>thought</i>	[θo:t]	pensar, creer
throw	[θrəu]	<i>threw</i>	[θru:]	<i>thrown</i>	[θrəun]	lanzar, arro- jar, tirar
understand	[ʌndə ˈstand]	<i>understood</i>	[ʌndəˈstud]	<i>understood</i>	[ʌndəˈstud]	comprender, entender
wake	[weik]	<i>woke</i>	[wəuk]	<i>woken</i>	[ˈwəukən]	despertar, despertarse
wear	[weə(r)]	<i>wore</i>	[wo:(r)]	<i>worn</i>	[wo:n]	usar, llevar puesto
write	[rait]	<i>wrote</i>	[rəut]	<i>written</i>	[ˈritən]	escribir

REGULAR VERBS

Verbos regulares, en orden alfabético, que aparecen en el libro 1.º de esta obra; y en los libros "Red Primer" y "Reader" 1, por Michael West.

<i>add</i>	[ad]	sumar, añadir	<i>earn</i>	[ə:n]	ganar, merecer
<i>answer</i>	[ʼa:nsə(r)]	contestar, responder	<i>erase</i>	[i'reiz]	borrar
<i>arrive</i>	[ə'raiv]	llegar	<i>excuse</i>	[iks'kju:z]	disculpar
<i>ask</i>	[a:sk]	preguntar	<i>fail</i>	[feil]	fallar, fracasar
<i>ask for</i>	[ʼa:sk 'fo:(r)]	preguntar, pedir	<i>fill</i>	[fɪl]	llenar
<i>belong</i>	[bi'lon]	pertenecer	<i>finish</i>	[ʼfinɪʃ]	terminar, acabar
<i>brush</i>	[brʌʃ]	cepillar	<i>fish</i>	[fiʃ]	pescar
<i>button</i>	[ʼbʌtn]	abotonar	<i>hand</i>	[hand]	entregar, dar
<i>call</i>	[ko:l]	llamar	<i>happen</i>	[ʼhæpən]	suceder
<i>call on</i>	[ʼko:l 'on]	visitar	<i>help</i>	[help]	ayudar
<i>call up</i>	[ʼko:l 'ʌp]	telefonear, recordar	<i>hope</i>	[həup]	esperar, tener la esperanza
<i>change</i>	[tʃeindʒ]	cambiar, convertir, transformar	<i>import</i>	[im'po:t]	importar
<i>change into, to</i>	[tʃeindʒ 'intu, tu]	transformar	<i>introduce</i>	[intrə'dju:s]	presentar
<i>clean</i>	[kli:n]	limpiar, asear	<i>jump</i>	[dʒʌmp]	saltar, brincar
<i>climb</i>	[klaɪm]	trepár, escalar	<i>kill</i>	[kil]	matar
<i>close</i>	[kləuz]	cerrar	<i>kiss</i>	[kis]	besar
<i>compare</i>	[kəm'peə(r)]	comparar	<i>last</i>	[la:st]	durar
<i>cook</i>	[kuk]	cocer, cocinar	<i>laugh</i>	[la:f]	reírse
<i>copy</i>	[ʼkopi]	copiar	<i>like</i>	[laɪk]	gustar, agradar
<i>correspond</i>	[kəris'pond]	corresponder	<i>listen</i>	[ʼlisən]	escuchar
<i>cover</i>	[ʼkʌvə(r)]	cubrir, tapar	<i>live</i>	[liv]	vivir
<i>cross</i>	[kros]	cruzar	<i>look</i>	[luk]	parecer
<i>cry</i>	[krai]	exclamar, llorar	<i>look after</i>	[ʼluk 'a:ftə(r)]	cuidar
<i>cry out</i>	[ʼkrai 'aut]	gritar	<i>look at</i>	[ʼluk 'at]	mirar
<i>dance</i>	[da:ns]	bailar	<i>look for</i>	[ʼluk 'fo:(r)]	buscar
<i>die</i>	[dai]	morir	<i>look like</i>	[ʼluk 'laɪk]	parecerse a
<i>dress</i>	[dres]	vestir, vestirse	<i>love</i>	[lʌv]	amar, querer
<i>dry</i>	[draɪ]	secar	<i>marry</i>	[ʼmari]	casarse
			<i>name</i>	[neim]	llamar, nombrar
			<i>open</i>	[ʼəupən]	abrir
			<i>own</i>	[əun]	poseer, tener

<i>pass</i>	[pa:s]	pasar	<i>suppose</i>	[sə'pəuz]	suponer
<i>place</i>	[pleis]	colocar, poner	<i>talk</i>	[to:k]	hablar, char- lar
<i>plant</i>	[pla:nt]	plantar	<i>telephone</i>	['telifəun]	telefonear
<i>play</i>	[plei]	jugar, tocar	<i>thank</i>	[θaŋk]	dar las gra- cias, agra- decir
<i>please</i>	[pli:z]	agradar, com- placer, sa- tisfacer	<i>tidy</i>	['taidi]	limpiar, asear
<i>prefer</i>	[pri'fə:(r)]	preferir	<i>touch</i>	[tʌtʃ]	tocar, tentar
<i>prick</i>	[prik]	picar, pinchar	<i>travel</i>	['travl]	viajar
<i>promise</i>	['promis]	prometer	<i>trouble</i>	['trabl]	molestar
<i>quarrel</i>	['kworəl]	reñir, pelear	<i>unpack</i>	['ʌn'pak]	deshacer las maletas
<i>rain</i>	[rein]	llover	<i>use</i>	[ju:z]	usar
<i>remember</i>	[mɪ'membə(r)]	recordar, acordarse de	<i>visit</i>	['vɪzɪt]	visitar
<i>rent</i>	[rent]	arrendar, al- quilar	<i>wait</i>	[weit]	esperar, aguardar
<i>repeat</i>	[ri'pi:t]	repetir	<i>walk</i>	[wo:k]	andar, cami- nar, pasear
<i>rest</i>	[rest]	descansar	<i>want</i>	[wɒnt]	querer, nece- sitar, desear
<i>rub</i>	[rʌb]	frotar, res- tregar	<i>wash</i>	[wɒʃ]	lavar
<i>save</i>	[seiv]	salvar, aho- rrar	<i>watch</i>	[wɒtʃ]	observar, ver
<i>stay</i>	[stei]	quedarse, per- manecer	<i>water</i>	['wɔ:tə(r)]	regar
<i>study</i>	['stʌdi]	estudiar	<i>wish</i>	[wiʃ]	desear
			<i>work</i>	[wɜ:k]	trabajar
			<i>worry</i>	['wʌri]	preocuparse

CONJUGACION DEL VERBO "HABER" EN FORMA IMPERSONAL.—En
inglés, "THERE TO BE"

Simple Present

THERE IS	= hay. (singular)
THERE ARE	= hay. (plural)

Simple Past

THERE WAS	= había o hubo. (singular)
THERE WERE	= había o hubo. (plural)

Present Perfect

THERE HAS BEEN	= ha habido. (singular)
THERE HAVE BEEN	= ha habido. (plural)

Past Perfect

THERE HAD BEEN	= había o hubo habido.
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Future Simple

THERE WILL BE	= habrá. (singular y plural)
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Future Perfect

THERE WILL HAVE BEEN	= habrá habido.
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Conditional Simple

THERE WOULD BE	= habría. (singular y plural)
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Conditional Perfect

THERE WOULD HAVE BEEN	= habría habido.
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CONJUGACION DEL VERBO AUXILIAR "TO BE" EN SUS FORMAS AFIRMATIVA, NEGATIVA, INTERROGATIVA E INTERROGATIVA-NEGATIVA

SIMPLE PRESENT

Yo soy o estoy	Yo no soy o no estoy	¿Estoy o soy yo?	¿No estoy o soy yo?
I am	I am not	Am I?	Am I not?
You are	You are not	Are you?	Are you not?
He is	He is not	Is he?	Is he not?
We are	We are not	Are we?	Are we not?
You are	You are not	Are you?	Are you not?
They are	They are not	Are they?	Are they not?

SIMPLE PAST

Yo era o estaba	Yo no era o estaba	¿Era o estaba yo?	¿No era o estaba yo?
I was	I was not	Was I?	Was I not?
You were	You were not	Were you?	Were you not?
He was	He was not	Was he?	Was he not?
We were	We were not	Were we?	Were we not?
You were	You were not	Were you?	Were you not?
They were	They were not	Were they?	Were they not?

PRESENT PERFECT

Yo he sido o estado	Yo no he sido o estado	¿He sido o estado yo?	¿No he sido o estado yo?
I have BEEN	I have not BEEN	Have I BEEN?	Have I not BEEN?
You have BEEN	You have not BEEN	Have you BEEN?	Have you not BEEN?
He has BEEN	He has not BEEN	Has he BEEN?	Has he not BEEN?
We have BEEN	We have not BEEN	Have we BEEN?	Have we not BEEN?
You have BEEN	You have not BEEN	Have you BEEN?	Have you not BEEN?
They have BEEN	They have not BEEN	Have they BEEN?	Have they not BEEN?
Yo hube sido o estado	Yo no hube sido o estado	¿Hube sido o estado yo?	¿No hube sido o estado yo?
I had BEEN	I had not BEEN	Had I BEEN?	Had I not BEEN?
You had BEEN	You had not BEEN	Had you BEEN?	Had you not BEEN?
He had BEEN	He had not BEEN	Had he BEEN?	Had he not BEEN?
We had BEEN	We had not BEEN	Had we BEEN?	Had we not BEEN?
You had BEEN	You had not BEEN	Had you BEEN?	Had you not BEEN?
They had BEEN	They had not BEEN	Had they BEEN?	Had they not BEEN?

FUTURE SIMPLE

Yo seré o estaré

I shall be
You will be
He will be
We shall be
You will be
They will be

Yo no seré o estaré

I shall not be
You will not be
He will not be
We shall not be
You will not be
They will not be

¿Seré o estaré yo?

Shall I be?
Will you be?
Will he be?
Shall we be?
Will you be?
Will they be?

¿No seré o estaré yo?

Shall I not be?
Will you not be?
Will he not be?
Shall we not be?
Will you not be?
Will they not be?

Yo habré sido o estado

I shall have BEEN
You will have BEEN
He will have BEEN
We shall have BEEN
You will have BEEN
They will have BEEN

Yo no habré sido o estado

I shall not have BEEN
You will not have BEEN
He will not have BEEN
We shall not have BEEN
You will not have BEEN
They will not have BEEN

¿Habré sido o estado yo?

Shall I have BEEN?
Will you have BEEN?
Will he have BEEN?
Shall we have BEEN?
Will you have BEEN?
Will they have BEEN?

¿No habré sido o estado yo?

Shall I not have BEEN?
Will you not have BEEN?
Will he not have BEEN?
Shall we not have BEEN?
Will you not have BEEN?
Will they not have BEEN?

CONDITIONAL SIMPLE

Yo sería o estaría

I should be
You would be
He would be
We should be
You would be
They would be

Yo no sería o estaría

I should not be
You would not be
He would not be
We should not be
You would not be
They would not be

¿Sería o estaría yo?

Should I be?
Would you be?
Would he be?
Should we be?
Would you be?
Would they be?

¿No sería o estaría yo?

Should I not be?
Would you not be?
Would he not be?
Should we not be?
Would you not be?
Would they not be?

CONDITIONAL PERFECT

Yo habría sido o estado

I should have BEEN
You would have BEEN
He would have BEEN
We should have BEEN
You would have BEEN
They would have BEEN

Yo no habría sido o estado

I should not have BEEN
You would not have BEEN
He would not have BEEN
We should not have BEEN
You would not have BEEN
They would not have BEEN

¿Habría sido o estado yo?

Should I have BEEN?
Would you have BEEN?
Would he have BEEN?
Should we have BEEN?
Would you have BEEN?
Would they have BEEN?

¿No habría sido o estado yo?

Should I not have BEEN?
Would you not have BEEN?
Would he not have BEEN?
Should we not have BEEN?
Would you not have BEEN?
Would they not have BEEN?

CONJUGACION DEL VERBO AUXILIAR "TO HAVE" EN SUS FORMAS AFIRMATIVA, NEGATIVA, INTERROGATIVA E INTERROGATIVA-NEGATIVA

SIMPLE PRESENT

<i>Yo tengo o he</i> I have You have He has We have You have They have	<i>Yo no tengo o he</i> I have not You have not He has not We have not You have not They have not	<i>¿Tengo yo o he yo?</i> Have I? Have you? Has he? Have we? Have you? Have they?	<i>¿No tengo o he yo?</i> Have I not? Have you not? Has he not? Have we not? Have you not? Have they not?
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SIMPLE PAST

<i>Yo tuve o tenía</i> I had You had He had We had You had They had	<i>Yo no tuve o tenía</i> I had not You had not He had not We had not You had not They had not	<i>¿Tuve o tenía yo?</i> Had I? Had you? Had he? Had we? Had you? Had they?	<i>¿No tuve o tenía yo?</i> Had I not? Had you not? Had he not? Had we not? Had you not? Had they not?
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PRESENT PERFECT

<i>Yo he tenido o habido</i> I have had You have had He has had We have had You have had They have had	<i>Yo no he tenido o habido</i> I have not had You have not had He has not had We have not had You have not had They have not had	<i>¿He tenido o habido yo?</i> Have I had? Have you had? Has he had? Have we had? Have you had? Have they had?	<i>¿No he tenido o habido yo?</i> Have I not had? Have you not had? Has he not had? Have we not had? Have you not had? Have they not had?
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PAST PERFECT

<i>Yo había o hube tenido</i> I had had You had had He had had We had had You had had They had had	<i>Yo no había o hube tenido</i> I had not had You had not had He had not had We had not had You had not had They had not had	<i>¿Había o hube tenido yo?</i> Had I had? Had you had? Had he had? Had we had? Had you had? Had they had?	<i>¿No había o hube tenido yo?</i> Had I not had? Had you not had? Had he not had? Had we not had? Had you not had? Had they not had?
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FUTURE SIMPLE

Yo tendré o habré

I shall have
You will have
He will have
We shall have
You will have
They will have

Yo no tendré o habré

I shall not have
You will not have
He will not have
We shall not have
You will not have
They will not have

¿Tendré o habré yo?

Shall I have?
Will you have?
Will he have?
Shall we have?
Will you have?
Will they have?

¿No tendré o habré yo?

Shall I not have?
Will you not have?
Will he not have?
Shall we not have?
Will you not have?
Will they not have?

Yo habré tenido o habido

I shall have had
You will have had
He will have had
We shall have had
You will have had
They will have had

Yo no habré tenido o habido

I shall not have had
You will not have had
He will not have had
We shall not have had
You will not have had
They will not have had

¿Habré tenido o habido yo?

Shall I have had?
Will you have had?
Will he have had?
Shall we have had?
Will you have had?
Will they have had?

¿No habré tenido o habido yo?

Shall I not have had?
Will you not have had?
Will he not have had?
Shall we not have had?
Will you not have had?
Will they not have had?

CONDITIONAL SIMPLE

Yo tendría o habría

I should have
You would have
He would have
We should have
You would have
They would have

Yo no tendría o habría

I should not have
You would not have
He would not have
We should not have
You would not have
They would not have

¿Tendría o habría yo?

Should I have?
Would you have?
Would he have?
Should we have?
Would you have?
Would they have?

¿No tendría o habría yo?

Should I not have?
Would you not have?
Would he not have?
Should we not have?
Would you not have?
Would they not have?

Yo habría tenido o habido

I should have had
You would have had
He would have had
We should have had
You would have had
They would have had

Yo no habría tenido o habido

I should not have had
You would not have had
He would not have had
We should not have had
You would not have had
They would not have had

¿Habría tenido o habido yo?

Should I have had?
Would you have had?
Would he have had?
Should we have had?
Would you have had?
Would they have had?

¿No habría tenido o habido yo?

Should I not have had?
Would you not have had?
Would he not have had?
Should we not have had?
Would you not have had?
Would they not have had?

CONDITIONAL PERFECT

CONJUGACION DEL VERBO IRREGULAR "TO SEE" EN SUS FORMAS AFIRMATIVA, NEGATIVA, INTERROGATIVA E INTERROGATIVA-NEGATIVA

SIMPLE PRESENT

Yo veo
I see
You see
He sees
We see
You see
They see

Yo no veo
I do not see
You do not see
He does not see
We do not see
You do not see
They do not see

¿Veo yo?
Do I see?
Do you see?
Does he see?
Do we see?
Do you see?
Do they see?

¿No veo yo?
Do I not see?
Do you not see?
Does he not see?
Do we not see?
Do you not see?
Do they not see?

SIMPLE PAST

Yo veía o vi
I saw
You saw
He saw
We saw
You saw
They saw

Yo no veía o no vi
I did not see
You did not see
He did not see
We did not see
You did not see
They did not see

¿Veía o vi yo?
Did I see?
Did you see?
Did he see?
Did we see?
Did you see?
Did they see?

¿No veía o vi yo?
Did I not see?
Did you not see?
Did he not see?
Did we not see?
Did you not see?
Did they not see?

PRESENT PERFECT

Yo he visto
I have SEEN
You have SEEN
He has SEEN
We have SEEN
You have SEEN
They have SEEN

Yo no he visto
I have not SEEN
You have not SEEN
He has not SEEN
We have not SEEN
You have not SEEN
They have not SEEN

¿He visto yo?
Have I SEEN?
Have you SEEN?
Has he SEEN?
Have we SEEN?
Have you SEEN?
Have they SEEN?

¿No he visto yo?
Have I not SEEN?
Have you not SEEN?
Has he not SEEN?
Have we not SEEN?
Have you not SEEN?
Have they not SEEN?

PAST PERFECT

Yo había o hube visto
I had SEEN
You had SEEN
He had SEEN
We had SEEN
You had SEEN
They had SEEN

Yo no había o hube visto
I had not SEEN
You had not SEEN
He had not SEEN
We had not SEEN
You had not SEEN
They had not SEEN

¿Había o hube visto yo?
Had I SEEN?
Had you SEEN?
Had he SEEN?
Had we SEEN?
Had you SEEN?
Had they SEEN?

¿No había o hube visto yo?
Had I not SEEN?
Had you not SEEN?
Had he not SEEN?
Had we not SEEN?
Had you not SEEN?
Had they not SEEN?

FUTURE SIMPLE

<i>Yo verá</i> I shall see You will see He will see We shall see You will see They will see	<i>Yo no verá</i> I shall not see He will not see He will not see We shall not see You will not see They will not see	<i>¿Verá yo?</i> Shall I see? Will you see? Will he see? Shall we see? Will you see? Will they see?	<i>¿No verá yo?</i> Shall I not see? Will you not see? Will he not see? Shall we not see? Will you not see? Will they not see?
<i>Yo habrá visto</i> I shall have SEEN You will have SEEN He will have SEEN We shall have SEEN You will have SEEN They will have SEEN	<i>Yo no habrá visto</i> I shall not have SEEN You will not have SEEN He will not have SEEN We shall not have SEEN You will not have SEEN They will not have SEEN	<i>¿Habrá visto yo?</i> Shall I have SEEN? Will you have SEEN? Will he have SEEN? Shall we have SEEN? Will you have SEEN? Will they have SEEN?	<i>¿No habrá visto yo?</i> Shall I not have SEEN? Will you not have SEEN? Will he not have SEEN? Shall we not have SEEN? Will you not have SEEN? Will they not have SEEN?
<i>Yo verá</i> I should see You would see He would see We should see You would see They would see	<i>Yo no verá</i> I should not see You would not see He would not see We should not see You would not see They would not see	<i>¿Vería yo?</i> Should I see? Would you see? Would he see? Should we see? Would you see? Would they see?	<i>¿No vería yo?</i> Should I not see? Would you not see? Would he not see? Should we not see? Would you not see? Would they not see?
<i>Yo habría visto</i> I should have SEEN You would have SEEN He would have SEEN We should have SEEN You would have SEEN They would have SEEN	<i>Yo no habría visto</i> I should not have SEEN You would not have SEEN He would not have SEEN We should not have SEEN You would not have SEEN They would not have SEEN	<i>¿Habría visto yo?</i> Should I have SEEN? Would you have SEEN? Would he have SEEN? Should we have SEEN? Would you have SEEN? Would they have SEEN?	<i>¿No habría visto yo?</i> Should I not have SEEN? Would you not have SEEN? Would he not have SEEN? Should we not have SEEN? Would you not have SEEN? Would they not have SEEN?

CONDITIONAL SIMPLE

CONDITIONAL PERFECT

CONJUGACION DEL VERBO REGULAR "TO CALL" EN SUS FORMAS AFIRMATIVA, NEGATIVA, INTERROGATIVA E INTERROGATIVA-NEGATIVA

SIMPLE PRESENT

Yo llamo
I call
You call
He calls
We call
You call
They call

Yo no llamo
I do not call
You do not call
He does not call
We do not call
You do not call
They do not call

¿Llamo yo?
Do I call?
Do you call?
Does he call?
Do we call?
Do you call?
Do they call?

¿No llamo yo?
Do I not call?
Do you not call?
Does he not call?
Do we not call?
Do you not call?
Do they not call?

SIMPLE PAST

Yo llamé o llamaba
I called
You called
He called
We called
You called
They called

Yo no llamé o llamaba
I did not call
You did not call
He did not call
We did not call
You did not call
They did not call

¿Llamé o llamaba yo?
Did I call?
Did you call?
Did he call?
Did we call?
Did you call?
Did they call?

¿No llamé o llamaba yo?
Did I not call?
Did you not call?
Did he not call?
Did we not call?
Did you not call?
Did they not call?

PRESENT PERFECT

Yo he llamado
I have called
You have called
He has called
We have called
You have called
They have called

Yo no he llamado
I have not called
You have not called
He has not called
We have not called
You have not called
They have not called

¿He llamado yo?
Have I called?
Have you called?
Has he called?
Have we called?
Have you called?
Have they called?

¿No he llamado yo?
Have I not called?
Have you not called?
Has he not called?
Have we not called?
Have you not called?
Have they not called?

PAST PERFECT

Yo había o hube llamado
I had called
You had called
He had called
We had called
You had called
They had called

Yo no había o hube llamado
I had not called
You had not called
He had not called
We had not called
You had not called
They had not called

¿Había o hube llamado yo?
Had I called?
Had you called?
Had he called?
Had we called?
Had you called?
Had they called?

¿No había o hube llamado yo?
Had I not called?
Had you not called?
Had he not called?
Had we not called?
Had you not called?
Had they not called?

FUTURE SIMPLE

Yo llamaré

I shall call
You will call
He will call
We shall call
You will call
They will call

Yo no llamaré

I shall not call
You will not call
He will not call
We shall not call
You will not call
They will not call

¿Llamaré yo?

Shall I call?
Will you call?
Will he call?
Shall we call?
Will you call?
Will they call?

¿No llamaré yo?

Shall I not call?
Will you not call?
Will he not call?
Shall we not call?
Will you not call?
Will they not call?

Yo habré llamado

I shall have called
You will have called
He will have called
We shall have called
You will have called
They will have called

Yo no habré llamado

I shall not have called
You will not have called
He will not have called
We shall not have called
You will not have called
They will not have called

¿Habré llamado yo?

Shall I have called?
Will you have called?
Will he have called?
Shall we have called?
Will you have called?
Will they have called?

¿No habré llamado yo?

Shall I not have called?
Will you not have called?
Will he not have called?
Shall we not have called?
Will you not have called?
Will they not have called?

CONDITIONAL SIMPLE

Yo llamaría

I should call
You would call
He would call
We should call
You would call
They would call

Yo no llamaría

I should not call
You would not call
He would not call
We should not call
You would not call
They would not call

¿Llamaría yo?

Should I call?
Would you call?
Would he call?
Should we call?
Would you call?
Would they call?

¿No llamaría yo?

Should I not call?
Would you not call?
Would he not call?
Should we not call?
Would you not call?
Would they not call?

Yo habría llamado

I should have called
You would have called
He would have called
We should have called
You would have called
They would have called

Yo no habría llamado

I should not have called
You would not have called
He would not have called
We should not have called
You would not have called
They would not have called

¿Habría llamado yo?

Should I have called?
Would you have called?
Would he have called?
Should we have called?
Would you have called?
Would they have called?

¿No habría llamado yo?

Should I not have called?
Would you not have called?
Would he not have called?
Should we not have called?
Would you not have called?
Would they not have called?

CONDITIONAL PERFECT

CONJUGACION DEL VERBO REGULAR "TO CALL" EN LA FORMA CONTINUA O PROGRESIVA, AFIRMATIVA, NEGATIVA, INTERROGATIVA E INTERROGATIVA-NEGATIVA

SIMPLE PRESENT

Yo estoy llamando
I am CALLING
You are CALLING
He is CALLING
We are CALLING
You are CALLING
They are CALLING

Yo no estoy llamando
I am not CALLING
You are not CALLING
He is not CALLING
We are not CALLING
You are not CALLING
They are not CALLING

¿Estoy llamando yo?
Am I CALLING?
Are you CALLING?
Is he CALLING?
Are we CALLING?
Are you CALLING?
Are they CALLING?

¿No estoy llamando yo?
Am I not CALLING?
Are you not CALLING?
Is he not CALLING?
Are we not CALLING?
Are you not CALLING?
Are they not CALLING?

SIMPLE PAST

Yo estaba o estuve llamando
I was CALLING
You were CALLING
He was CALLING
We were CALLING
You were CALLING
They were CALLING

Yo no estaba o estuve llamando
I was not CALLING
You were not CALLING
He was not CALLING
We were not CALLING
You were not CALLING
They were not CALLING

¿Estaba o estuve yo llamando?
Was I CALLING?
Were you CALLING?
Was he CALLING?
Were we CALLING?
Were you CALLING?
Were they CALLING?

¿No estaba o estuve yo llamando?
Was I not CALLING?
Were you not CALLING?
Was he not CALLING?
Were we not CALLING?
Were you not CALLING?
Were they not CALLING?

PRESENT PERFECT

Yo he estado llamando
I have been CALLING
You have been CALLING
He has been CALLING
We have been CALLING
You have been CALLING
They have been CALLING

Yo no he estado llamando
I have not been CALLING
You have not been CALLING
He has not been CALLING
We have not been CALLING
You have not been CALLING
They have not been CALLING

¿He estado yo llamando?
Have I been CALLING?
Have you been CALLING?
Has he been CALLING?
Have we been CALLING?
Have you been CALLING?
Have they been CALLING?

¿No he estado yo llamando?
Have I not been CALLING?
Have you not been CALLING?
Has he not been CALLING?
Have we not been CALLING?
Have you not been CALLING?
Have they not been CALLING?

PAST PERFECT

Yo había o hube estado llamando
I had been CALLING
You had been CALLING
He had been CALLING
We had been CALLING
You had been CALLING
They had been CALLING

Yo no había o hube estado llamando
I had not been CALLING
You had not been CALLING
He had not been CALLING
We had not been CALLING
You had not been CALLING
They had not been CALLING

¿Había o hube estado yo llamando?
Had I been CALLING?
Had you been CALLING?
Had he been CALLING?
Had we been CALLING?
Had you been CALLING?
Had they been CALLING?

¿No había o hube estado yo llamando?
Had I not been CALLING?
Had you not been CALLING?
Had he not been CALLING?
Had we not been CALLING?
Had you not been CALLING?
Had they not been CALLING?

FUTURE SIMPLE

Yo estaré llamando

I shall be CALLING
You will be CALLING
He will be CALLING
We shall be CALLING
You will be CALLING
They will be CALLING

Yo no estaré llamando

I shall not be CALLING
You will not be CALLING
He will not be CALLING
We shall not be CALLING
You will not be CALLING
They will not be CALLING

¿Estaré yo llamando?

Shall I be CALLING?
Will you be CALLING?
Will he be CALLING?
Shall we be CALLING?
Will you be CALLING?
Will they be CALLING?

¿No estaré yo llamando?

Shall I not be CALLING?
Will you not be CALLING?
Will he not be CALLING?
Shall we not be CALLING?
Will you not be CALLING?
Will they not be CALLING?

Yo habré estado llamando

I shall have been CALLING
You will have been CALLING
He will have been CALLING
We shall have been CALLING
You will have been CALLING
They will have been CALLING

Yo no habré estado llamando

I shall not have been CALLING
You will not have been CALLING
He will not have been CALLING
We shall not have been CALLING
You will not have been CALLING
They will not have been CALLING

¿Habré estado yo llamando?

Shall I have been CALLING?
Will you have been CALLING?
Will he have been CALLING?
Shall we have been CALLING?
Will you have been CALLING?
Will they have been CALLING?

¿No habré estado yo llamando?

Shall I not have been CALLING?
Will you not have been CALLING?
Will he not have been CALLING?
Shall we not have been CALLING?
Will you not have been CALLING?
Will they not have been CALLING?

FUTURE PERFECT

CONDITIONAL SIMPLE

Yo estaría llamando

I should be CALLING
You would be CALLING
He would be CALLING
We should be CALLING
You would be CALLING
They would be CALLING

Yo no estaría llamando

I should not be CALLING
You would not be CALLING
He would not be CALLING
We should not be CALLING
You would not be CALLING
They would not be CALLING

¿Estaría yo llamando?

Should I be CALLING?
Would you be CALLING?
Would he be CALLING?
Should we be CALLING?
Would you be CALLING?
Would they be CALLING?

¿No estaría yo llamando?

Should I not be CALLING?
Would you not be CALLING?
Would he not be CALLING?
Should we not be CALLING?
Would you not be CALLING?
Would they not be CALLING?

CONDITIONAL PERFECT

Yo habría estado llamando

I should have been CALLING
You would have been CALLING
He would have been CALLING
We should have been CALLING
You would have been CALLING
They would have been CALLING

Yo no habría estado llamando

I should not have been CALLING
You would not have been CALLING
He would not have been CALLING
We should not have been CALLING
You would not have been CALLING
They would not have been CALLING

¿Habría estado yo llamando?

Should I have been CALLING?
Would you have been CALLING?
Would he have been CALLING?
Should we have been CALLING?
Would you have been CALLING?
Would they have been CALLING?

¿No habría estado yo llamando?

Should I not have been CALLING?
Would you not have been CALLING?
Would he not have been CALLING?
Should we not have been CALLING?
Would you not have been CALLING?
Would they not have been CALLING?

CONJUGACION DEL VERBO REGULAR "TO CALL" EN VOZ PASIVA EN SUS FORMAS AFIRMATIVA, NEGATIVA, INTERROGATIVA E INTERROGATIVA-NEGATIVA

SIMPLE PRESENT

Yo soy llamado

I am CALLED
You are CALLED
He is CALLED
We are CALLED
You are CALLED
They are CALLED

Yo no soy llamado

I am not CALLED
You are not CALLED
He is not CALLED
We are not CALLED
You are not CALLED
They are not CALLED

¿Soy yo llamado?

Am I CALLED?
Are you CALLED?
Is he CALLED?
Are we CALLED?
Are you CALLED?
Are they CALLED?

¿No soy yo llamado?

Am I not CALLED?
Are you not CALLED?
Is he not CALLED?
Are we not CALLED?
Are you not CALLED?
Are they not CALLED?

SIMPLE PAST

Yo era o fui llamado

I was CALLED
You were CALLED
He was CALLED
We were CALLED
You were CALLED
They were CALLED

Yo no era o fui llamado

I was not CALLED
You were not CALLED
He was not CALLED
We were not CALLED
You were not CALLED
They were not CALLED

¿Era o fui yo llamado?

Was I CALLED?
Were you CALLED?
Was he CALLED?
Were we CALLED?
Were you CALLED?
Were they CALLED?

¿No era o fui yo llamado?

Was I not CALLED?
Were you not CALLED?
Was he not CALLED?
Were we not CALLED?
Were you not CALLED?
Were they not CALLED?

PRESENT PERFECT

Yo he sido llamado

I have been CALLED
You have been CALLED
He has been CALLED
We have been CALLED
You have been CALLED
They have been CALLED

Yo no he sido llamado

I have not been CALLED
You have not been CALLED
He has not been CALLED
We have not been CALLED
You have not been CALLED
They have not been CALLED

¿He sido yo llamado?

Have I been CALLED?
Have you been CALLED?
Has he been CALLED?
Have we been CALLED?
Have you been CALLED?
Have they been CALLED?

¿No he sido yo llamado?

Have I not been CALLED?
Have you not been CALLED?
Has he not been CALLED?
Have we not been CALLED?
Have you not been CALLED?
Have they not been CALLED?

PAST PERFECT

Yo había o hube sido llamado

I had been CALLED
You had been CALLED
He had been CALLED
We had been CALLED
You had been CALLED
They had been CALLED

Yo no había o hube sido llamado

I had not been CALLED
You had not been CALLED
He had not been CALLED
We had not been CALLED
You had not been CALLED
They had not been CALLED

¿Había o hube sido llamado yo?

Had I been CALLED?
Had you been CALLED?
Had he been CALLED?
Had we been CALLED?
Had you been CALLED?
Had they been CALLED?

¿No había o hube sido llamado yo?

Had I not been CALLED?
Had you not been CALLED?
Had he not been CALLED?
Had we not been CALLED?
Had you not been CALLED?
Had they not been CALLED?

FUTURE SIMPLE

Yo seré llamado

I shall be CALLED
You will be CALLED
He will be CALLED
We shall be CALLED
You will be CALLED
They will be CALLED

Yo no seré llamado

I shall not be CALLED
You will not be CALLED
He will not be CALLED
We shall not be CALLED
You will not be CALLED
They will not be CALLED

¿Seré yo llamado?

Shall I be CALLED?
Will you be CALLED?
Will he be CALLED?
Shall we be CALLED?
Will you be CALLED?
Will they be CALLED?

¿No seré yo llamado?

Shall I not be CALLED?
Will you not be CALLED?
Will he not be CALLED?
Shall we not be CALLED?
Will you not be CALLED?
Will they not be CALLED?

Yo habré sido llamado

I shall have been CALLED
You will have been CALLED
He will have been CALLED
We shall have been CALLED
You will have been CALLED
They will have been CALLED

Yo no habré sido llamado

I shall not have been CALLED
You will not have been CALLED
He will not have been CALLED
We shall not have been CALLED
You will not have been CALLED
They will not have been CALLED

¿Habré sido yo llamado?

Shall I have been CALLED?
Will you have been CALLED?
Will he have been CALLED?
Shall we have been CALLED?
Will you have been CALLED?
Will they have been CALLED?

¿No habré sido yo llamado?

Shall I not have been CALLED?
Will you not have been CALLED?
Will he not have been CALLED?
Shall we not have been CALLED?
Will you not have been CALLED?
Will they not have been CALLED?

CONDITIONAL SIMPLE

Yo sería llamado

I should be CALLED
You would be CALLED
He would be CALLED
We should be CALLED
You would be CALLED
They would be CALLED

Yo no sería llamado

I should not be CALLED
You would not be CALLED
He would not be CALLED
We should not be CALLED
You would not be CALLED
They would not be CALLED

¿Sería yo llamado?

Should I be CALLED?
Would you be CALLED?
Would he be CALLED?
Should we be CALLED?
Would you be CALLED?
Would they be CALLED?

¿No sería yo llamado ?

Should I not be CALLED?
Would you not be CALLED?
Would he not be CALLED?
Should we not be CALLED?
Would you not be CALLED?
Would they not be CALLED?

CONDITIONAL PERFECT

Yo habría sido llamado

I should have been CALLED
You would have been CALLED
He would have been CALLED
We should have been CALLED
You would have been CALLED
They would have been CALLED

Yo no habría sido llamado

I should not have been CALLED
You would not have been CALLED
He would not have been CALLED
We should not have been CALLED
You would not have been CALLED
They would not have been CALLED

¿Habría sido yo llamado?

Should I have been CALLED?
Would you have been CALLED?
Would he have been CALLED?
Should we have been CALLED?
Would you have been CALLED?
Would they have been CALLED?

¿No habría sido yo llamado?

Should I not have been CALLED?
Would y. not have been CALLED?
Would he not have been CALLED?
Should we not have been CALLED?
Would y. not have been CALLED?
Would t. not have been CALLED?

VOCABULARY

Lista de palabras, en orden alfabético, que aparecen en el libro 1.º de esta obra; y en los libros "Red Primer" y "Reader" 1, por Michael West.

NOTA.—En este vocabulario no están los significados de los verbos regulares e irregulares, que van en lista aparte.

ABREVIATURAS: v. r. = verbo regular; v. i. = verbo irregular; p. per. = *pronombre personal*; p. pos. = *pronombre posesivo*; a. pos. = *adjetivo posesivo*; s. = *sujeto*; ob. = *objeto*; n. = *nombre*; a. = *adjetivo*; adv. = *adverbio*.

— A —

<i>a = an</i>	[ə/ən]	un, una	<i>all over</i>	['o:l 'əuvə(r)]	por todo
<i>about</i>	[ə'baʊt]	acerca de,	<i>all right</i>	['o:l 'raɪt]	perfectamen-
		sobre			te, bien
<i>absent</i>	['absənt]	ausente	<i>alone</i>	[ə'ləʊn]	solo, sin
<i>across</i>	[ə'kros]	a través de			nadie
<i>actor</i>	['aktə(r)]	actor	<i>along</i>	[ə'lɒŋ]	a lo largo de
<i>add</i>	[ad]	v. r.	<i>a lot of</i>	[ə'lɒt əv]	mucho, a, os,
<i>a few</i>	[ə'fju:]	unos cuan-			as
		tos, as	<i>already</i>	[o:l'redi]	ya
<i>affirmative</i>	[ə'fə:mətiv]	afirmativa	<i>also</i>	['o:lsəʊ]	también
<i>affirmative-</i>			<i>always</i>	['o:lwɪz]	siempre
<i>ly</i>	[ə'fə:mətivli]	afirmativa-	<i>am</i>	[am/əm/m]	de <i>to be</i>
		mente	<i>Amazon</i>	['aməzən]	Amazonas
<i>afraid</i>	[ə'freɪd]	temeroso	<i>amussing</i>	[ə'mju:zɪŋ]	divertido
<i>after</i>	['a:ftə(r)]	tras, después	<i>an</i>	[an/ən/n]	un, una
<i>afternoon</i>	['a:ftə'nu:n]	tarde (n.)	<i>and</i>	[and/ænd/ən]	y
<i>afterwards</i>	['a:ftəwədʒ]	después	<i>angry</i>	['aŋɡri]	enojado
<i>again</i>	[ə'geɪn]	de nuevo,	<i>angrily</i>	['aŋɡrɪli]	enojada-
		otra vez			mente
<i>ago</i>	[ə'ɡəʊ]	hace	<i>animal</i>	['animəl]	animal
<i>air</i>	[ɛə(r)]	aire	<i>ankle</i>	['aŋkl]	tobillo
<i>airport</i>	['ɛəpɔ:t]	aeropuerto	<i>another</i>	[ə'nʌðə(r)]	a new one,
<i>alive</i>	[ə'laɪv]	vivo, con			otro
		vida	<i>answer</i>	['a:nsə(r)]	v. r.
<i>all</i>	[o:l]	todo, a, os,	<i>answer</i>	['a:nsə(r)]	contestación
		as	<i>ant</i>	[ant]	hormiga
			<i>any</i>	['eni]	some, algo,
					algunos

<i>anybody</i>	['enibədi]	alguien, algún	<i>back</i>	[bak]	(partícula)
<i>any more</i>	['eni 'mo:(r)]	(más)	<i>bacon</i>	['beikən]	tocino,
<i>anything</i>	['eniθiŋ]	alguna cosa, algo	<i>bad</i>	[bad]	tocineta
<i>apple</i>	['apl]	manzana	<i>badly</i>	['badli]	malo
<i>are</i>	[a:(r)/ə(r)]	de <i>to be</i>	<i>bag</i>	[bag]	mal (adv.)
<i>aren't</i>	[a:nt]	<i>are not</i>	<i>ball</i>	[bo:l]	saco, talego
<i>Argentina</i>	[a:dʒən'ti:nə]	Argentina	<i>bath</i>	[ba:θ]	pelota
<i>arm</i>	[a:m]	brazo	<i>bathroom</i>	['ba:θrum]	baño
<i>arm-chair</i>	['a:m'tʃɛə(r)]	butaca	<i>be</i>	[bi:]	cuarto de baño
<i>arrive</i>	[ə'raiv]	v. r.	<i>be fine</i>	['bi: 'fain]	v. i.
<i>as</i>	[az/əz]	como, tan	<i>be hungry</i>	['bi: 'hʌŋɡri]	estar bueno (tiempo)
<i>as ... as</i>	[əz ... əz]	tan... como	<i>be lucky</i>	['bi: 'lʌki]	tener hambre
<i>Asia</i>	['eɪʃə]	Asia	<i>be over</i>	['bi: 'əʊvə(r)]	tener suerte
<i>ass</i>	[as]	asno	<i>bean</i>	[bi:n]	acabar, cesar
<i>as soon as</i>	[əz 'su:n əz]	tan pronto como	<i>bear</i>	[beə(r)]	haba, caraota
<i>ask</i>	[a:sk]	v. r.	<i>beard</i>	[biəd]	oso
<i>ask for</i>	['a:sk 'fo:(r)]	v. r.	<i>beast</i>	[bi:st]	barba
<i>ask the way</i>	['a:sk ðə 'wei]	preguntar el camino	<i>beautiful</i>	['bjʊ:tɪfʊl]	bestia
<i>asleep</i>	[əs'li:p]	dormido (a.)	<i>beauty</i>	['bjʊ:ti]	hermoso,
<i>at</i>	[at/ət]	a, en	<i>because</i>	[bi'koz]	bello
<i>ate</i>	[et]	de <i>to eat</i>	<i>because of</i>	[bi'koz əv]	hermosura
<i>at all</i>	[ət 'o:l]	en absoluto	<i>become</i>	[bi'kʌm]	porque
<i>at home</i>	[ət 'həʊm]	en casa	<i>bed</i>	[bed]	debido a
<i>at night</i>	[ət 'nait]	por la noche	<i>bedroom</i>	['bedrum]	v. i.
<i>at the back</i>			<i>been</i>	[bi:n]	cama
<i>of</i>	[ət ðə'bak əv]	detrás de	<i>beer</i>	[biə(r)]	dormitorio
<i>at last</i>	[ət 'la:st]	finalmente, por fin	<i>before</i>	[bi'fo:(r)]	de <i>to be</i>
<i>at once</i>	[ət 'wʌns]	inmediata- mente	<i>before</i>	[bi'fo:(r)]	cerveza
<i>at the foot</i>			<i>begin</i>	[bi'gin]	delante de
<i>of</i>	[ət ðə'fʊt əv]	al pie de	<i>behind</i>	[bi'haind]	antes
<i>aunt</i>	[a:nt]	tía	<i>bell</i>	[bel]	v. i.
<i>Australia</i>	[os'treiljə]	Australia	<i>belong</i>	[bi'lɒŋ]	detrás, detrás de
<i>awake</i>	[ə'weik]	v. i.	<i>belt</i>	[belt]	campanilla,
<i>awake</i>	[ə'weik]	despierto (a.)	<i>bench</i>	[bentʃ]	timbre
<i>away</i>	[ə'wei]	lejos, distante	<i>best</i>	[best]	v. r.
<i>awoke</i>	[ə'wəʊk]	de <i>to awake</i>	<i>better</i>	['betə(r)]	cinturón
<i>axe</i>	[aks]	hacha	<i>between</i>	[bi'twi:n]	banco
— B —			<i>bicycle</i>	['baɪsɪkl]	(el) mejor
<i>baby</i>	['beɪbi]	niño, infante	<i>big</i>	[big]	mejor
<i>back</i>	[bak]	lomo, espalda	<i>bill</i>	[bil]	entre
			<i>bird</i>	[bɜ:d]	bicicleta
			<i>biscuit</i>	['bɪskɪt]	grande
			<i>bitch</i>	[bɪtʃ]	nota, cuenta
					pájaro
					galleta
					perra

<i>bite</i>	[bait]	v. i.	<i>burn</i>	[bə:n]	v. i.
<i>a bit of</i>	[ə 'bit əv]	un trozo de	<i>bus</i>	[bʌs]	autobús
<i>a bit of chalk</i>	[ə 'bit əv 'tʃo:k]	un poco de	<i>business</i>	['biznis]	negocio, asunto
<i>black</i>	[blak]	tiza	<i>business man</i>	['biznis man]	hombre de negocios
<i>blackboard</i>	['blakbo:d]	negro	<i>busy</i>	['bizi]	ocupado
<i>blade</i>	[bleid]	pizarrón, pizarra	<i>but</i>	[bʌt/bət]	pero, sino, excepto
<i>blouse</i>	[blauz]	hojilla, cuchilla de afeitar	<i>butter</i>	['batə(r)]	mantequilla
<i>blue</i>	[blu:]	blusa	<i>button</i>	['batn]	v. r.
<i>body</i>	['bodi]	azul	<i>buy</i>	[bai]	v. i.
<i>book</i>	[buk]	cuero	<i>by</i>	[bai]	por
<i>book-case</i>	['bukkeis]	libro	<i>by then</i>	[bai 'ðen]	cerca de, junto a, para entonces
<i>boot</i>	[bu:t]	armario para libros		— C —	
<i>both</i>	[bəuθ]	bota			
<i>bottle</i>	['bɒtl]	ambos, los dos	<i>cafe</i>	['kæfi]	café
<i>bought</i>	[bo:t]	botella	<i>cake</i>	[keik]	torta, pastel
<i>bow-tie</i>	['bəutai]	de <i>to buy</i>	<i>call</i>	[ko:l]	v. r.
<i>box</i>	[bɒks]	lacito, pajarita	<i>call</i>	[ko:l]	llamada
<i>boy</i>	[boi]	caja	<i>call bad names</i>	['ko:l 'bad 'neimz]	insultar
<i>boy-friend</i>	['boifrend]	chico, muchacho	<i>call on</i>	['ko:l 'on]	v. r.
<i>brackets</i>	['brakits]	amigo	<i>call up</i>	['ko:l 'ʌp]	v. r.
<i>brave</i>	[breiv]	paréntesis	<i>came</i>	[keim]	de <i>to come</i>
<i>Brazil</i>	[brə'zil]	valiente	<i>can</i>	[kən/kən]	v. i. defectivo
<i>bread</i>	[bred]	Brasil	<i>can't</i>	[ka:nt]	<i>cannot</i>
<i>break</i>	[breik]	pan	<i>cap</i>	[kap]	gorra
<i>breakfast</i>	['brekfəst]	recreo, descanso, intervalo	<i>car</i>	[ka:(r)]	carro, coche
<i>bridge</i>	[bridʒ]	desayuno	<i>careful</i>	['keəful]	cuidadoso
<i>bring</i>	[brɪŋ]	punto	<i>cart</i>	[ka:t]	carreta
<i>brother</i>	['brʌðə(r)]	v. i.	<i>case</i>	[keis]	caso, caja
<i>brown</i>	[braun]	hermano	<i>cat</i>	[kat]	gato
<i>brush</i>	[brʌʃ]	marrón, pardo	<i>catch</i>	[katʃ]	v. i.
<i>brush</i>	[brʌʃ]	v. r.	<i>Catholic</i>	['kæθəlik]	católico, a
<i>building</i>	['bildɪŋ]	cepillo, brocha	<i>cave</i>	[keiv]	cueva, gruta
<i>bull</i>	[bul]	edificio	<i>ceiling</i>	['si:lɪŋ]	techo
<i>bullfight</i>	['bulfait]	toro	<i>cent</i>	[sent]	centavo, céntimo
		corrida de toros	<i>chair</i>	[tʃɛə(r)]	silla
			<i>change</i>	[tʃeɪndʒ]	v. r.
			<i>change into, to</i>	['tʃeɪndʒ 'ɪntu/tu]	v. r.

<i>cheek</i>	[tʃi:k]	mejilla	<i>couldn't</i>	['kudənt]	<i>could not</i>
<i>cheese</i>	[tʃi:z]	queso	<i>country</i>	['kʌntri]	país
<i>chest</i>	[tʃest]	pecho	<i>(the) coun-try</i>	[ðə 'kʌntri]	(el) campo
<i>chicken</i>	[ˈtʃikən]	pollo	<i>cousin</i>	['kʌzn]	primo, prima
<i>child</i>	[tʃaɪld]	niño	<i>cover</i>	['kʌvə(r)]	v. r.
<i>children</i>	[ˈtʃɪldrən]	niños	<i>cow</i>	[kau]	vaca
<i>church</i>	[tʃə:tʃ]	iglesia	<i>cross</i>	[kros]	v. r.
<i>cigarette</i>	[sigə'ret]	cigarrillo	<i>cry</i>	[krai]	v. r.
<i>cinema</i>	[ˈsɪnəmə]	cine	<i>cry out</i>	['krai 'aut]	v. r.
<i>circus</i>	[ˈsə:kəs]	circo, plaza circular	<i>cut</i>	[kʌt]	v. i.
<i>city</i>	[ˈsɪti]	ciudad			
<i>class</i>	[kla:s]	clase			
<i>classroom</i>	[ˈkla:srum]	aula			
<i>clean</i>	[kli:n]	limpio			
<i>clean</i>	[kli:n]	v. r.	<i>daddy</i>	['dadi]	papá
<i>climb</i>	[klaɪm]	v. r.	<i>dance</i>	[da:ns]	baile
<i>clock</i>	[klɒk]	reloj de pared	<i>dance</i>	[da:ns]	v. r.
<i>close</i>	[kləʊz]	v. r.	<i>dark</i>	[da:k]	oscuro, mo- reno
<i>cloth</i>	[klɒθ]	tela, paño	<i>date</i>	[deɪt]	cita, fecha
<i>clothes</i>	[ˈkləʊðz]	ropa, vestidos	<i>daughter</i>	['do:tə(r)]	hija
<i>clothing</i>	[ˈkləʊðɪŋ]	ropa	<i>day</i>	[dei]	día
<i>cloud</i>	[klaʊd]	nube	<i>dead</i>	[ded]	muerto
<i>coat</i>	[kəʊt]	chaqueta, paltó	<i>dear</i>	[diə(r)]	caro, querido
<i>cock</i>	[kɒk]	gallo	<i>dentist</i>	['dentɪst]	dentista
<i>coffee</i>	['kɒfi]	café	<i>desirable</i>	[di'zaɪərəbl]	deseable
<i>coke</i>	[kəʊk]	coca-cola	<i>desk</i>	[desk]	pupitre
<i>cold</i>	[kəʊld]	frío	<i>did</i>	[dɪd]	de <i>to do</i>
<i>college</i>	[ˈkɒlɪdʒ]	colegio	<i>didn't</i>	['dɪdənt]	<i>did not</i>
<i>colour</i>	['kʌlə(r)]	color	<i>die</i>	[dai]	v. r.
<i>come</i>	[kʌm]	v. i.	<i>died</i>	[daɪd]	de <i>to die</i>
<i>come back</i>	['kʌm 'bʌk]	regresar	<i>different</i>	['dɪfrənt]	diferente
<i>come in,</i> <i>into</i>	['kʌm 'ɪn/ɪntu]	entrar	<i>difficult</i>	['dɪfɪkəlt]	difícil
<i>come out</i>	['kʌm 'aut]	salir	<i>dinner</i>	['dɪnə(r)]	comida
<i>compare</i>	[kəm'peə(r)]	v. r.	<i>distance</i>	['dɪstəns]	distancia
<i>completely</i>	[kəm'pli:tli]	completa- mente	<i>do</i>	[du:]	v. i.
<i>conver-</i> <i>sation</i>	[kən'veɪʃən]	conversación	<i>does</i>	[dʌz/dəz]	de <i>to do</i>
<i>cook</i>	[kuk]	cocinero	<i>doesn't</i>	['dʌzənt]	<i>does not</i>
<i>cook</i>	[kuk]	v. r.	<i>do with</i>	['du: wɪð]	arreglárselas
<i>coop</i>	[ku:p]	gallinero	<i>do without</i>	['du: wɪð'aut]	uno
<i>copy</i>	['kɒpi]	v. r.	<i>dog</i>	[dog]	pasar sin
<i>copy-book</i>	['kɒpɪbʊk]	cuaderno	<i>doll</i>	[dɒl]	perro
<i>correspond</i>	[kɒrɪs'pɒnd]	v. r.	<i>dollar</i>	['dɒlə(r)]	muñeca
<i>corridor</i>	['kɒrɪdɔ:(r)]	pasillo	<i>donkey</i>	['dɒŋki]	dólar
<i>could</i>	[kud/kəd]	de <i>can</i>	<i>don't</i>	[dəʊnt]	burro
			<i>don't mind</i>	['dəʊnt 'maɪnd]	<i>do not</i>
			<i>done</i>	[dʌn]	no importa
					de <i>to do</i>

— D —

<i>door</i>	[do:(r)]	puerta	<i>England</i>	['ɪŋɡlənd]	Inglaterra
<i>door-handle</i>	['do: 'hændl]	aldaba,	<i>English</i>	['ɪŋɡlɪʃ]	inglés
		agarradero	<i>Englishman</i>	['ɪŋɡlɪʃmən]	inglés (n.)
<i>down</i>	[daun]	abajo	<i>enough</i>	['ɪnʌf]	suficiente.
<i>downstairs</i>	['daun'steəz]	abajo			bastante
<i>dozen</i>	['dʌzn]	docena	<i>-er, -est</i>	[-ə, -ɪst]	(sufijos)
<i>drake</i>	[dreɪk]	pato	<i>erase</i>	[i'reɪz]	v. r.
<i>drank</i>	[draŋk]	de <i>to drink</i>	<i>eraser</i>	[i'reɪzə(r)]	borrador
<i>draw</i>	[dro:]	v. i.	<i>especially</i>	[ɪs'peʃəli]	especialmente
<i>dress</i>	[dres]	v. r.	<i>Europe</i>	['juərəp]	Europa
<i>dress</i>	[dres]	vestido	<i>European</i>	[juərə'piən]	europeo
<i>drink</i>	[drɪŋk]	v. i.	<i>even</i>	['i:vən]	hasta, incluso
<i>drink</i>	[drɪŋk]	bebida	<i>evening</i>	['i:vniŋ]	noche, la
<i>drive</i>	[draɪv]	v. i.			tarde
<i>dry</i>	[draɪ]	v. r.	<i>evening-</i>		
<i>dry</i>	[draɪ]	seco	<i>dress</i>	['i:vniŋ 'dres]	vestido de
<i>duck</i>	[dʌk]	pato, pata			etiqueta.
<i>duke</i>	[dju:k]	duque	<i>ever</i>	['evə(r)]	siempre,
<i>during</i>	['djuəriŋ]	durante			alguna vez
<i>dust</i>	[dʌst]	polvo	<i>-ever</i>	['evə(r)]	(sufijo)
<i>duster</i>	['dʌstə(r)]	quitapolvos,	<i>ever after</i>	['evər 'a:ftə(r)]	siempre,
		borrador			después
<i>dusty</i>	['dʌsti]	polvoriento			
<i>dying</i>	['daɪŋ]	moribundo	<i>every</i>	['evri]	cada

— E —

<i>each</i>	[i:tʃ]	cada	<i>every after-</i>		
<i>each other</i>	['ɪtʃ 'ʌðə(r)]	se (uno a otro)	<i>noon</i>	['evri 'a:ftə'nu:n]	cada tarde
<i>ear</i>	[iə(r)]	oído, oreja	<i>every day</i>	['evri 'dei]	cada día
<i>early</i>	['ɜ:li]	temprano	<i>every even-</i>		
<i>earn</i>	[ɜ:n]	v. r.	<i>ing</i>	['evri 'i:vniŋ]	cada (noche)
<i>easily</i>	['i:zili]	fácilmente	<i>every</i>		
<i>easy</i>	['i:zi]	fácil	<i>month</i>	['evri 'mʌnθ]	cada mes
<i>East</i>	[i:st]	(el) este	<i>every morn-</i>		
<i>eat</i>	[i:t]	v. i.	<i>ing</i>	['evri 'mo:nɪŋ]	cada mañana
<i>eat up</i>	['i:t 'ʌp]	consumir, comer	<i>every night</i>	['evri 'nait]	cada noche
<i>egg</i>	[eg]	huevo	<i>everyone</i>	['evriwʌn]	todos, as
<i>eight</i>	[eit]	ocho	<i>everything</i>	['evriθɪŋ]	todo, todas
<i>eighteen</i>	['ei'ti:n]	dieciocho			las cosas
<i>Egypt</i>	['i:dʒɪpt]	Egipto	<i>every week</i>	['evri 'wik]	cada semana
<i>Egyptian</i>	['i:dʒɪpʃən]	egipcio	<i>everywhere</i>	['evriweə(r)]	en todas
<i>elbow</i>	['elbəu]	codo	<i>examina-</i>		partes
<i>eleven</i>	['ɪlevn]	once	<i>tion</i>	[ɪgzami 'neiʃən]	examen
<i>engineer</i>	[endʒɪ'niə(r)]	ingeniero	<i>except</i>	[ɪk'sept]	excepto
			<i>excuse</i>	[ɪks'kju:z]	v. r.
			<i>exercise</i>	['eksəsaɪz]	ejercicio
			<i>exercise-</i>		
			<i>book</i>	['eksəsaɪz buk]	cuaderno de
					ejercicios

<i>expenses</i>	[iks'pensiz]	gastos	<i>fire</i>	['faɪə(r)]	fuego
<i>expensive</i>	[iks'pensiv]	caro	<i>first</i>	[fɜ:st]	primero
<i>explanation</i>	[eksplə'neiʃən]	explicación	<i>fish</i>	[fiʃ]	v. r.
<i>eye</i>	[ai]	ojo	<i>fish</i>	[fiʃ]	pez, pescado
<i>eyebrow</i>	['aibrau]	ceja	<i>fisherman</i>	['fiʃəmən]	pescador
<i>eyelash</i>	['ailaʃ]	pestaña	<i>five</i>	[faiv]	cinco
<i>eyelid</i>	['ailid]	párpado	<i>flag</i>	[flæg]	bandera
			<i>floor</i>	[flo:(r)]	suelo, piso
			<i>flower</i>	['flauə(r)]	flor
			<i>fly</i>	[flai]	mosca
			<i>fly</i>	[flai]	v. i.
			<i>following</i>	['fɒləuiŋ]	siguiente
			<i>food</i>	[fu:d]	alimento,

— F —

<i>face</i>	[feis]	cara	<i>foot</i>	[fut]	comida
<i>fail</i>	[feil]	v. r.	<i>football</i>	['fʊtbɔ:l]	pie
<i>fairy</i>	['feəri]	hada,	<i>for</i>	[fo:(r)/fə(r)]	fútbol
		encantadora			para, por,
<i>fall</i>	[fo:l]	v. i.			porque,
<i>fall asleep</i>	['fo:l əs'li:p]	dormirse			durante
<i>fall in love</i>			<i>forehead</i>	['forid]	frente
<i>with</i>	['fo:l in 'lʌv wið]	enamorarse	<i>for ever</i>	[fə 'evə(r)]	para siempre
		de	<i>forest</i>	['forist]	bosque, selva
<i>far</i>	[fa:(r)]	lejos	<i>form</i>	[fo:m]	v. r.
<i>far from</i>	['fa: frəm]	lejos de	<i>form</i>	[fo:m]	forma
<i>farm</i>	[fa:m]	granja,	<i>forty</i>	['fo:ti]	cuarenta
		hacienda	<i>found</i>	[faund]	de <i>to find</i>
<i>farmer</i>	['fa:mə(r)]	granjero,	<i>fountain-</i>		
		colono	<i>pen</i>	['fauntinpen]	estilográfica
<i>farm-yard</i>	['fa:m-ja:d]	corral de una	<i>four</i>	[fo:(r)]	cuatro
		granja	<i>fourteen</i>	['fo:'ti:n]	catorce
<i>fast</i>	[fa:st]	rápido, a.	<i>French</i>	[frentʃ]	francés
<i>fat</i>	[fat]	gordo	<i>Friday</i>	['fraidi]	viernes
<i>father</i>	['fa:ðə(r)]	padre	<i>friend</i>	[frend]	amigo
<i>feed</i>	[fi:d]	v. i.	<i>frog</i>	[frog]	rana
<i>feel</i>	[fi:l]	v. i.	<i>from</i>	[from/frəm]	de, desde
<i>feet</i>	[fi:t]	pies	<i>front</i>	[frʌnt]	el frente,
<i>felt</i>	[felt]	de <i>to feel</i>			delantera
<i>female</i>	['fi:meil]	hembra	<i>fruit</i>	[fru:t]	fruta
<i>field</i>	[fi:ld]	campo	<i>full</i>	[ful]	lleno
<i>fill</i>	[fil]	v. r.	<i>full of</i>	['ful əv]	lleno de
<i>fine</i>	[fain]	lindo, bueno	<i>future</i>	['fju:tʃə(r)]	futuro
<i>find</i>	[faɪnd]	v. i.			

— G —

<i>find one's way</i>	['faɪnd 'wʌnz 'wei]	encontrar el camino	<i>garage</i>	['gara:ʒ]	garaje
			<i>garden</i>	['ga:dən]	jardín
<i>finger</i>	['fɪŋgə(r)]	dedo	<i>gardener</i>	['ga:dənə(r)]	jardinero
<i>finish</i>	['finiʃ]	v. r.	<i>gave</i>	[geɪv]	de <i>to give</i>

<i>generally</i>	['dʒenərəli]	generalmente	<i>golden</i>	['gəʊldən]	dorado
<i>generous</i>	['dʒenərəs]	generoso	<i>good</i>	[gʊd]	bueno
<i>German</i>	['dʒɛ:mən]	alemán	<i>good-bye</i>	['gʊdbai]	adiós
<i>get</i>	[get]	v. i.	<i>good-for-nothing</i>	['gʊdfə 'nʌθɪŋ]	inútil
<i>get angry</i>	['get 'ʌŋɡri]	enojarse	<i>got</i>	[ɡɒt]	de <i>to get</i>
<i>get fat</i>	['get 'fat]	engordar	<i>grandfather</i>	['ɡrændfɑ:ðə(r)]	abuelo
<i>get in, into</i>	['get 'in/intu]	entrar	<i>grape</i>	[ɡreɪp]	uva
<i>get late</i>	['get 'leit]	llegar tarde, hacerse tarde	<i>grass</i>	[ɡrɑ:s]	hierba, grama
<i>get married</i>	['get 'marɪd]	casarse	<i>great</i>	[ɡreɪt]	gran, grande
<i>get over</i>	['get əʊvə(r)]	pasar por encima	<i>Greece</i>	[ɡri:s]	Grecia
<i>get to a place</i>	['get tuə 'pleɪs]	llegar a un lugar	<i>green</i>	[ɡri:n]	verde
<i>get out of</i>	['get 'aʊt əv]	salir de	<i>greetings</i>	['ɡri:tiŋz]	saludos
<i>get ready</i>	['get 'redi]	preparar	<i>grey</i>	[ɡreɪ]	gris
<i>get up</i>	['get 'ʌp]	levantarse	<i>ground</i>	['ɡraʊnd]	suelo, tierra
<i>giant</i>	['dʒaɪənt]	gigante	<i>grow</i>	[ɡrəʊ]	v. i.
<i>girl</i>	[ɡɜ:l]	chica, muchacha	<i>grow plants</i>	['ɡrəʊ 'plɑ:nts]	cultivar plantas
<i>give</i>	[ɡɪv]	v. i.	<i>grow up</i>	['ɡrəʊ 'ʌp]	hacerse adulto
<i>give a party</i>	['ɡɪv ə 'pɑ:ti]	dar una fiesta	<i>guest</i>	[ɡest]	invitado, huésped
<i>given</i>	['ɡɪvən]	de <i>to give</i>	<i>guitar</i>	[ɡɪ'ta:(r)]	guitarra
<i>glad</i>	[ɡlɑd]	alegre, contento	<i>gun</i>	[ɡʌn]	escopeta
<i>glass</i>	[ɡlɑ:s]	espejo, vaso, vidrio	— H —		
<i>globe</i>	[ɡləʊb]	esfera	<i>had</i>	[həd/hæd]	de <i>to have</i>
<i>glove</i>	[ɡlʌv]	guante	<i>hadn't</i>	['hædənt]	<i>had not</i>
<i>go</i>	[ɡəʊ]	v. i.	<i>hair</i>	[heə(r)]	pelo, cabello
<i>goat</i>	[ɡəʊt]	cabra	<i>half</i>	['hɑ:f]	mitad, medio
<i>go back</i>	['ɡəʊ 'bæk]	regresar, volver	<i>hall</i>	[hɔ:l]	salón, vestíbulo
<i>go bad</i>	['ɡəʊ 'bæd]	ponerse malo	<i>ham</i>	[həm]	jamón
<i>go by</i>	['ɡəʊ 'baɪ]	pasar	<i>hand</i>	[hænd]	v. r.
<i>go for a walk</i>	['ɡəʊ fər ə 'wɔ:k]	ir a dar un paseo	<i>hand</i>	[hænd]	mano
<i>go in, into</i>	['ɡəʊ 'in/intu]	entrar	<i>hand-bag</i>	['hændbæg]	cartera, bolso
<i>go out</i>	['ɡəʊ 'aʊt]	salir	<i>handker- chief</i>	['hæŋkətʃɪf]	pañuelo
<i>God</i>	[ɡɒd]	Dios	<i>happen</i>	['hæpən]	v. r.
<i>go home</i>	['ɡəʊ 'həʊm]	ir a casa	<i>happily</i>	['hæpɪli]	felizmente
<i>go to bed</i>	['ɡəʊ tu 'bed]	irse a la cama	<i>happy</i>	['hæpi]	feliz
<i>go to sleep</i>	['ɡəʊ tu 'sli:p]	irse a dormir	<i>hard</i>	[hɑ:d]	duro, difícil
<i>gold</i>	[ɡəʊld]	oro	<i>has</i>	[hæz/hæz/ez]	de <i>to have</i>
			<i>hasn't</i>	['hæzənt]	<i>has not</i>
			<i>hat</i>	[hæt]	sombrero
			<i>have</i>	[hæv/hæv/əv]	v. i.

<i>have a</i>			<i>host</i>	[həʊst]	anfitrión,
<i>shave</i>	[ˈhæv ə ˈʃeɪv]	afeitarse			huésped
<i>haven't</i>	[ˈhævənt]	<i>have not</i>	<i>hot</i>	[hɒt]	caliente
<i>he</i>	[hi:/hi/i]	él (p. per.)	<i>hour</i>	[ˈaʊə(r)]	hora
<i>head</i>	[hed]	cabeza	<i>house</i>	[haus]	casa
<i>head</i>	[hed]	principal	<i>how</i>	[hau]	cómo
<i>hear</i>	[hiə(r)]	v. i.	<i>however</i>		
<i>he'd</i>	[hi:d]	<i>he had, he would</i>	<i>much</i>	[hau'evə 'mʌtʃ]	no obstante
<i>heir</i>	[εə(r)]	heredero			lo mucho
<i>help</i>	[help]	v. r.	<i>how big</i>	[ˈhau 'big]	qué grande
<i>help</i>	[help]	ayuda	<i>how do</i>		
<i>hen</i>	[hen]	gallina	<i>you do?</i>	[ˈhau du ju 'du:ʔ]	(un saludo)
<i>her</i>	[hə:(r)/hə(r)]	su, sus (de ella)	<i>how heavy</i>	[ˈhau 'heviʔ]	qué pesado
<i>her</i>	[hə:(r)/hə(r)]	ob. de <i>she</i>	<i>how long</i>	[ˈhau 'lɒŋʔ]	qué largo,
<i>here</i>	[hiə(r)]	aquí			cuánto
<i>hero</i>	[ˈhiərəʊ]	héroe			tiempo
<i>heroine</i>	[ˈherəʊɪn]	heroína	<i>how many</i>	[ˈhau 'meni]	cuántos
<i>hers</i>	[hə:z]	el de ella, los de ella	<i>how much</i>	[ˈhau 'mʌtʃ]	cuánto
			<i>how old</i>	[ˈhau 'əʊld]	qué viejo
<i>herself</i>	[hə'self]	se (ella misma)	<i>how tall</i>	[ˈhau 'tɔ:l]	qué alto
			<i>hullo!</i>	[ˈhʌ'ləʊ!]	¡hola!
<i>he's</i>	[hi:z]	<i>he is, he has</i>	<i>hundred</i>	[ˈhʌndrəd]	cien, ciento
<i>hid</i>	[hid]	de <i>to hide</i>	<i>hungry</i>	[ˈhʌŋɡri]	hambriento
<i>hide</i>	[haɪd]	v. i.	<i>hurt</i>	[hə:t]	v. i.
<i>hidden</i>	[ˈhidən]	de <i>to hide</i>	<i>husband</i>	[ˈhʌzbənd]	esposo,
<i>high</i>	[hai]	alto			marido
<i>high-heeled</i>			<i>hut</i>	[hʌt]	choza,
<i>shoes</i>	[ˈhai 'hi:ld 'ʃu:z]	zapato alto			cabaña
<i>hill</i>	[hil]	colina,	— I —		
		montaña	<i>I</i>	[ai]	yo
<i>him</i>	[him/im]	ob. de <i>he</i>	<i>I'd</i>	[aid]	<i>I had,</i>
<i>himself</i>	[him'self]	se (el mismo)			<i>I would</i>
<i>his</i>	[hiz/iz]	su, sus (de él)	<i>I don't mind</i>	[ˈai dəʊnt 'maɪnd]	a mí no me
<i>his</i>	[hiz/iz]	el de él, los de él			importa
<i>hit</i>	[hit]	v. i.	<i>if</i>	[ɪf]	si (conjunción)
<i>hole</i>	[həʊl]	hueco,			<i>I will</i>
		agujero	<i>I'll</i>	[aɪl]	
<i>home</i>	[həʊm]	casa, hogar	<i>I'll see you</i>		
<i>homework</i>	[ˈhəʊmwɜ:k]	tarea	<i>later</i>	[aɪl 'si: ju 'leɪtə(r)]	te veré más
<i>honest</i>	[ˈɒnɪst]	honrado			tarde
<i>honour</i>	[ˈɒnə(r)]	honor	<i>ill</i>	[ɪl]	enfermo
<i>hook</i>	[hʊk]	gancho	<i>I'm</i>	[aɪm]	<i>I am</i>
<i>hope</i>	[həʊp]	v. r.	<i>import</i>	[ˈɪmpɔ:t]	importe (n.)
<i>horse</i>	[hɔ:s]	caballo			

<i>import</i>	[im'pɔ:t]	v. r.
<i>important</i>	[im'pɔ:tənt]	importante
<i>I'm sorry</i>	[aim 'sɔri]	lo siento
<i>in</i>	[in]	en
<i>India</i>	[ˈindɪə]	la India
<i>in front of</i>	[in'frʌnt əv]	delante de
<i>-ing</i>	[ɪŋ]	(sufijo)
<i>ink</i>	[ɪŋk]	tinta
<i>inkstand</i>	[ˈɪŋkstænd]	tintero
<i>in place of</i>	[in 'pleɪs əv]	en lugar de
<i>inside</i>	[ˈɪn'saɪd]	dentro, adentro
<i>intelligent</i>	[in'telɪdʒnt]	inteligente
<i>interesting</i>	[ˈɪntrɪstɪŋ]	interesante
<i>interrogative</i>	[ɪntə'rogətɪv]	interrogativa
<i>interrogatively</i>	[ɪntə'rogətɪvli]	interrogativamente
<i>in the afternoon</i>	[in ðə 'a:ftə'nʌn]	por la tarde
<i>in the morning</i>	[in ðə 'mɔ:nɪŋ]	por la mañana
<i>in time</i>	[in 'taɪm]	a tiempo
<i>introduce</i>	[ɪntrə'dju:s]	v. r.
<i>introduction</i>	[ɪntrə'dʌkʃən]	presentación
<i>into</i>	[ˈɪntu]	dentro de
<i>is</i>	[ɪz]	es, está
<i>isn't</i>	[ˈɪzənt]	<i>is not</i>
<i>isn't it?</i>	[ˈɪzənt ɪt?]	¿verdad? ¿no?
<i>it</i>	[ɪt]	p. per. s. y ob.
<i>Italian</i>	[ɪ'taljən]	italiano
<i>italics</i>	[ɪ'talɪks]	bastardilla
<i>Italy</i>	[ɪ'təli]	Italia
<i>its</i>	[ɪts]	su, sus (de ello)
<i>it's</i>	[ɪts]	it is
<i>it has been nice seeing you</i>	[ɪt hæz bi:n 'naɪs 'si:ɪŋ ju]	ha sido un placer verte
<i>itself</i>	[ɪt'self]	se (ello mismo)
<i>I've</i>	[aɪv]	<i>I have</i>

— J —

<i>Japan</i>	[dʒə'pæn]	Japón
<i>jar</i>	[dʒa:(r)]	jarro
<i>jewel</i>	[ˈdʒu:əl]	joya
<i>journey</i>	[ˈdʒə:ni]	viaje
<i>jump</i>	[dʒʌmp]	v. r.
<i>just</i>	[dʒʌst]	justo, justamente
<i>just as</i>	[ˈdʒʌst əz]	justamente cuando
<i>just then</i>	[ˈdʒʌst ðen]	justamente entonces

— K —

<i>keep quiet</i>	[ˈki:p 'kwaɪət]	estarse callado
<i>kennel</i>	[ˈkenəl]	caseta
<i>key</i>	[ki:]	llave
<i>kill</i>	[kɪl]	v. r.
<i>kind</i>	[kaɪnd]	amable, caritativo
<i>kilo</i>	[ˈki:ləu]	kilo
<i>king</i>	[kɪŋ]	rey
<i>kiss</i>	[kɪs]	v. r.
<i>kitchen</i>	[ˈkɪtʃən]	cocina
<i>kitten</i>	[ˈkɪtən]	gatito
<i>knee</i>	[ni:]	rodilla
<i>knew</i>	[nju:]	de <i>to know</i>
<i>know</i>	[nəu]	v. i.

— L —

<i>lady</i>	[ˈleɪdi]	señora
<i>lady-doctor</i>	[ˈleɪdi 'dɒktə(r)]	doctora, médico
<i>lamp</i>	[læmp]	lámpara
<i>lane</i>	[leɪn]	senda, vereda
<i>language</i>	[ˈlæŋɡwɪdʒ]	idioma
<i>large</i>	[la:dʒ]	grande
<i>last</i>	[la:st]	v. r.
<i>last</i>	[la:st]	último, pasado
<i>last night</i>	[ˈla:st 'naɪt]	anoche
<i>last week</i>	[ˈla:st 'wi:k]	la semana pasada

<i>late</i>	[leit]	<i>tarde</i>	<i>lose o'nes</i>		
<i>later</i>	['leɪtə(r)]	<i>más tarde</i>	<i>way</i>	['lu:z 'wanz	
<i>laugh</i>	[la:f]	v. r.		'wei]	perderse
<i>lay</i>	[lei]	v. i.	<i>lost</i>	[lost]	de <i>to lose</i>
<i>lay the</i>			<i>love</i>	[lʌv]	v. r.
<i>table</i>	['lei ðə 'teɪbl]	<i>poner la mesa</i>	<i>lovely</i>	['lʌvli]	hermoso
<i>lazy</i>	['leɪzi]	<i>perezoso,</i> <i>flojo</i>	<i>low-heeled</i> <i>shoes</i>	['ləu 'hi:ld	
<i>lead</i>	[li:d]	v. i.		'fu:z]	zapato plano
<i>learn</i>	[lɜ:n]	v. i.	<i>lucky</i>	['lʌki]	afortunado
<i>least</i>	[li:st]	de <i>little</i>	<i>lunch</i>	[lʌntʃ]	comida,
<i>leave</i>	[li:v]	v. i.			almuerzo
<i>leave-taking</i>	['li:v'teɪkɪŋ]	<i>despedida</i>	<i>-ly</i>	[li]	(sufijo)
<i>left</i>	[left]	de <i>to leave</i>	<i>lying</i>	['laɪɪŋ]	tendido,
<i>leg</i>	[leg]	<i>pierna</i>			echado
<i>less</i>	[les]	<i>menos</i>			
<i>lesson</i>	['lesən]	<i>lección</i>			
<i>letter</i>	['letə(r)]	<i>carta, letra</i>			
<i>lettuce</i>	['letɪs]	<i>lechuga</i>			
<i>library</i>	['laɪbrəri]	<i>biblioteca</i>			
<i>lie</i>	[lai]	v. i.	<i>madam</i>	['madəəm]	señora
<i>life</i>	[laɪf]	<i>vida</i>	<i>made</i>	[meɪd]	de <i>to make</i>
<i>light</i>	[laɪt]	<i>luz</i>	<i>made of</i>	['meɪd əv]	hecho de
<i>light</i>	[laɪt]	<i>ligero, no</i> <i>pesado,</i> <i>claro</i>	<i>magic</i>	['mædʒɪk]	mágico
			<i>magician</i>	[mæ'dʒɪʃən]	mago, brujo
			<i>maid-</i>		
<i>like</i>	[laɪk]	v. r.	<i>servant</i>	['meɪd 'sə:vənt]	sirvienta
<i>like</i>	[laɪk]	semejante a, <i>como</i>	<i>mail-box</i>	['meɪl-bɒks]	buzón
			<i>make</i>	[meɪk]	v. i.
<i>line</i>	[laɪn]	<i>línea, vía</i>	<i>male-nurse</i>	['meɪl 'nɜ:s]	enfermero
<i>lip</i>	[lɪp]	<i>labio</i>	<i>man</i>	[mæn]	hombre
<i>listen</i>	['lɪsən]	v. r.	<i>many</i>	['meni]	muchos, as
<i>little</i>	['lɪtl]	<i>pequeño,</i> <i>poco</i>	<i>map</i>	[mæp]	mapa
			<i>mare</i>	[mæə(r)]	yegua
<i>live</i>	[lɪv]	v. r.	<i>mark</i>	[mɑ:k]	señal, marca
<i>loaf</i>	[ləʊf]	<i>pan, hogaza</i>	<i>marmalade</i>	['mɑ:məleɪd]	mermelada
<i>loaves</i>	[ləʊvz]	<i>plural de</i> <i>loaf</i>	<i>married</i>	['marɪd]	casado
			<i>marry</i>	['mari]	v. r.
<i>London</i>	['lʌndən]	<i>Londres</i>	<i>master</i>	['mɑ:stə(r)]	dueño, amo
<i>long</i>	[lɒŋ]	<i>largo</i>	<i>may</i>	[meɪ]	v. i. defectivo
<i>look</i>	[lʊk]	v. r.	<i>me</i>	[mi:/mi]	ob. de <i>I</i>
<i>look after</i>	['lʊk 'ɑ:ftə(r)]	v. r.	<i>me too</i>	['mi: 'tu:]	yo también
<i>look at</i>	['lʊk ət]	v. r.	<i>mean</i>	[mi:n]	v. i.
<i>look for</i>	['lʊk 'fo(r)]	v. r.	<i>meaning</i>	['mi:nɪŋ]	significado
<i>look like</i>	['lʊk 'laɪk]	v. r.	<i>meat</i>	[mi:t]	carne
<i>looking-</i>			<i>medicine</i>	['medsɪn]	medicina
<i>glass</i>	['lʊkɪŋglɑ:s]	<i>espejo</i>	<i>meet</i>	[mi:t]	v. i.
<i>lose</i>	['lu:z]	v. i.	<i>memory</i>	['meməri]	memoria
			<i>mən</i>	[men]	hombres
			<i>met</i>	[met]	de <i>to meet</i>

— M —

<i>rice</i>	[mais]	ratones	<i>net</i>	[net]	red, malla
<i>might</i>	[maɪt]	de <i>may</i>	<i>never</i>	['nevə(r)]	nunca, jamás
<i>milk</i>	[mɪlk]	leche	<i>New York</i>	['nju: 'jo:k]	Nueva York
<i>mine</i>	[main]	el mío, a, los míos, as	<i>new</i>	[nju:]	nuevo
<i>minute</i>	['minɪt]	minuto	<i>news</i>	[nju:z]	noticias
<i>mirror</i>	['mɪrə(r)]	espejo	<i>newspaper</i>	['nju:speɪpə(r)]	periódico
<i>miss</i>	[mis]	señorita	<i>next</i>	[nekst]	próximo,
<i>miss</i>	[mis]	v. r.	<i>next to</i>	['nekst tu]	siguiente
<i>missing</i>	['mɪsɪŋ]	que falta	<i>nice</i>	[naɪs]	junto a, el que sigue a
<i>mister</i>	['mɪstə(r)]	señor			agradable,
<i>mistress</i>	['mɪstrɪs]	señora			lindo,
<i>Monday</i>	['mʌndɪ]	lunes			bueno
<i>money</i>	['mʌni]	dinero	<i>niece</i>	[ni:s]	sobrina
<i>monkey</i>	['mʌŋki]	mono	<i>night</i>	[naɪt]	noche
<i>month</i>	[mʌnθ]	mes	<i>night-dress</i>	['naɪt-dres]	camisón
<i>more</i>	[mo:(r)]	más	<i>nine</i>	[naɪn]	nueve
<i>morning</i>	['mo:nɪŋ]	mañana (n.)	<i>nineteen</i>	['naɪn'ti:n]	diecinueve
<i>most</i>	[məʊst]	de <i>much</i>	<i>no</i>	[nəʊ]	no (adverbio)
<i>mother</i>	['mʌðə(r)]	madre	<i>no</i>	[nəʊ]	<i>not a</i> = nin-
<i>mountain</i>	['maʊntɪn]	montaña			gún
<i>mouse</i>	[maʊs]	ratón	<i>nobody</i>	['nəʊbədi]	nadie,
<i>mouth</i>	[maʊθ]	boca			ninguno
<i>movies</i>	['mu:vɪz]	cine, el cine	<i>noise</i>	[noɪz]	ruido
<i>Mr.</i>	['mɪstə(r)]	de <i>mister</i>	<i>none</i>	[nʌn]	ninguno
		= Sr.	<i>noon</i>	[nu:n]	mediodía
<i>Mrs.</i>	['mɪsɪz]	de <i>mistress</i>	<i>no one</i>	['nəʊwʌn]	nadie,
		= Sra.			ninguno
<i>much</i>	[mʌtʃ]	mucho	<i>North</i>	[no:θ]	(el) Norte
<i>mummy</i>	['mʌmi]	mamá	<i>nose</i>	[nəʊz]	nariz
<i>must</i>	[mʌst]	v. i.	<i>not</i>	[nɒt]	no
<i>mustn't</i>	['mʌsənt]	<i>must not</i>	<i>note</i>	[nəʊt]	nota, apunte
<i>my</i>	[mai]	mi, mis	<i>note-book</i>	['nəʊtbʊk]	libreta
<i>myself</i>	[mai'self]	me, yo mismo	<i>nothing</i>	['nʌθɪŋ]	nada
			<i>novel</i>	['nɒvəl]	novela
			<i>now</i>	[naʊ]	ahora
			<i>now!</i>	[naʊ]	¡bien!, ¡así!
			<i>number</i>	['nʌmbə(r)]	número
			<i>nun</i>	[nʌn]	monja
			<i>nurse</i>	[nɜ:s]	enfermera

— N —

<i>nail</i>	[neɪl]	uña			
<i>name</i>	[neɪm]	nombre			
<i>near</i>	[nɪə(r)]	cerca,			
		cerca de			
<i>necessary</i>	['nesəsəri]	necesario			
<i>neck</i>	[nek]	cuello			
<i>needle</i>	['ni:dl]	aguja	<i>o'clock</i>	[ə'klok]	del reloj (se añade a las horas en punto)
<i>negative</i>	['negətɪv]	negativo			
<i>negatively</i>	['negətɪvli]	negativa- mente			
<i>nephew</i>	['nevju:]	sobrino	<i>of</i>	[ɒv/əv]	de

— Q —

<i>of course</i>	[əv 'ko:s]	por supuesto			
<i>office</i>	['ofis]	oficina			
<i>often</i>	['ofən]	frecuente- mente			
<i>old</i>	[əuld]	viejo	<i>page</i>	[peidʒ]	página
<i>omelette</i>	['omlit]	tortilla	<i>paid</i>	[peid]	de <i>to pay</i>
<i>on</i>	[on]	en, sobre	<i>painter</i>	['peintə(r)]	pintor
<i>once</i>	[wʌns]	una vez	<i>palace</i>	['paləs]	palacio
<i>one</i>	[wʌn]	uno	<i>paper</i>	['peipə(r)]	papel
<i>one an- other</i>	['wʌn ə'nʌðə(r)]	se (uno a otro)	<i>Paraguay</i>	['parəɡwai]	Paraguay
<i>on fire</i>	[on 'faɪə(r)]	ardiendo, en llamas	<i>Paris</i>	['paris]	París
<i>only</i>	['əunli]	sólo, solamente	<i>park</i>	[pa:k]	parque
<i>on to</i>	['on tu]	sobre	<i>party</i>	['pa:ti]	fiesta, reunión
<i>open</i>	['əupən]	v. r.	<i>pass</i>	[pa:s]	v. r.
<i>open</i>	['əupən]	abierto	<i>passport</i>	['pa:spo:t]	pasaporte
<i>or</i>	[o:(r)]	o (conjun- ción)	<i>past</i>	[pa:st]	pasado
<i>orange</i>	['orindʒ]	naranja	<i>Patagonia</i>	[pata'gəunjə]	Patagonia
<i>orange- juice</i>	['orindʒ dʒu:s]	jugo de naranja	<i>pay</i>	[pei]	v. i.
<i>other</i>	['ʌðə(r)]	otro	<i>pen</i>	[pen]	pluma
<i>our</i>	['auə(r)]	nuestro, a, os, as	<i>pencil</i>	['pensl]	lápiz
<i>ours</i>	['auəz]	el nuestro, a, los nues- tros, as	<i>pencil-box</i>	['penslboks]	caja de lápices
<i>ourselves</i>	[auə'selvz]	nos (nosotros mismos)	<i>pencil- sharpener</i>	['pensl- 'ʃa:pnə(r)]	sacapuntas gente, personas
<i>out</i>	[aut]	fuera, afuera	<i>people</i>	['pi:pl]	gente, personas
<i>out of</i>	['aut əv]	fuera de	<i>perfume</i>	['pə:fju:m]	perfume
<i>outside</i>	['aut'said]	la parte de afuera, afuera	<i>perhaps</i>	[pə'haps]	quizá
<i>over</i>	['əuvə(r)]	sobre	<i>person</i>	['pə:sən]	persona
<i>overcoat</i>	['əuvəkəut]	gabán, sobretudo	<i>personal</i>	['pə:sənəl]	personal
<i>own</i>	[əun]	v. r.	<i>piano</i>	['pijənəu]	piano
<i>own</i>	[əun]	propio	<i>picture</i>	['piktʃə(r)]	cuadro
<i>ox</i>	[oks]	buey	<i>piece of chalk</i>	['pi:s əv 'tʃo:k]	trozo de tiza
			<i>place</i>	[pleis]	sitio, lugar
			<i>place</i>	[pleis]	v. r.
			<i>plane</i>	[pleɪn]	avión
			<i>plant</i>	[pla:nt]	planta
			<i>plant</i>	[pla:nt]	v. r.
			<i>plate</i>	[pleit]	plato
			<i>play</i>	[plei]	v. r.
			<i>please!</i>	[pli:z!]	¡por favor!
			<i>please</i>	[pli:z]	v. r.
			<i>pleased with</i>	['pli:zd wið]	satisfecho con
			<i>pleasure</i>	['pleʒə(r)]	placer
			<i>plural</i>	['pluərəl]	plural
			<i>pocket</i>	['pokit]	bolsillo, bolso

<i>poet</i>	[ˈpəuit]	poeta			
<i>pond</i>	[ˈpɒnd]	estanque			
<i>poor</i>	[pʊə(r)]	pobre			
<i>possessive</i>	[pəˈzɛsɪv]	posesivo	<i>rabbit</i>	[ˈræbɪt]	conejo
<i>pot</i>	[ˈpɒt]	pote, reci- piente	<i>rain</i>	[ˈreɪn]	v. r.
<i>potato</i>	[ˈpəˈteɪtəʊ]	patata, papa	<i>raincoat</i>	[ˈreɪnkəʊt]	impermeable
<i>powder</i>	[ˈpaʊdə(r)]	polvos	<i>rake</i>	[ˈreɪk]	rastrillo
<i>prefer</i>	[ˈpriːfəː(r)]	v. r.	<i>ran</i>	[ˈræn]	de <i>to run</i>
<i>preposition</i>	[ˈprepəˈzɪʃən]	preposición	<i>rang</i>	[ˈræŋ]	de <i>to ring</i>
<i>present</i>	[ˈprezənt]	presente, regalo	<i>read</i>	[ˈriːd]	v. i.
<i>pretty</i>	[ˈprɪti]	bonito, lindo	<i>reading</i>	[ˈriːdɪŋ]	lectura
<i>prick</i>	[ˈprɪk]	v. r.	<i>reading text</i>	[ˈriːdɪŋ tekst]	texto de lectura
<i>priest</i>	[ˈpriːst]	cura, sacer- dote	<i>ready</i>	[ˈredi]	preparado, listo
<i>prince</i>	[ˈprɪns]	príncipe	<i>really</i>	[ˈriəli]	realmente, ¿de veras?
<i>princess</i>	[ˈprɪnˈses]	princesa	<i>red</i>	[ˈred]	rojo
<i>promise</i>	[ˈpromɪs]	v. r.	<i>remember</i>	[ˈriːmembə(r)]	v. r.
<i>pronoun</i>	[ˈprəʊnaʊn]	pronombre	<i>rent</i>	[ˈrent]	v. r.
<i>pronuncia- tion</i>	[ˈprənansi- ˈeɪʃən]	pronunciación	<i>rent</i>	[ˈrent]	renta
<i>pupil</i>	[ˈpjuːpl]	alumno	<i>repeat</i>	[ˈriːpi:t]	v. r.
<i>put</i>	[ˈpʊt]	v. i.	<i>rest</i>	[ˈrest]	v. r.
<i>put on</i>	[ˈpʊt ˈɒn]	ponerse una prenda	<i>rhyme</i>	[ˈraɪm]	rima
<i>put in, into</i>	[ˈpʊt ˈɪn/ˈɪntu]	meter	<i>ribbon</i>	[ˈrɪbən]	cinta
<i>put out</i>	[ˈpʊt ˈaʊt]	apagar	<i>rich</i>	[ˈrɪtʃ]	rico
<i>put into the negative</i>	[ˈpʊt ɪntu ðə [ˈnegətɪv]	póngase en negativo	<i>ride</i>	[ˈraɪd]	v. i.
			<i>ridden</i>	[ˈrɪdən]	de <i>to ride</i>
			<i>right</i>	[ˈraɪt]	correcto, derecha
			<i>ring</i>	[ˈrɪŋ]	v. i.
			<i>ring</i>	[ˈrɪŋ]	aro, anillo
			<i>river</i>	[ˈrɪvə(r)]	río
			<i>road</i>	[ˈrəʊd]	carretera
			<i>rode</i>	[ˈrəʊd]	de <i>to ride</i>
			<i>roof</i>	[ˈruːf]	tejado
			<i>room</i>	[ˈrum]	habitación
			<i>rose</i>	[ˈrəʊz]	rosa
			<i>round</i>	[ˈraʊnd]	redondo, alrededor de
<i>quarrel</i>			<i>rub</i>	[ˈrʌb]	v. r.
<i>with</i>	[ˈkwɔrəl wɪð]	v. r.	<i>rubber</i>	[ˈrʌbə(r)]	goma de bo- rrar, borra- dor
<i>quarter</i>	[ˈkwɔːtə(r)]	cuarto (de algo)			
<i>queen</i>	[ˈkwiːn]	reina			
<i>question</i>	[ˈkwɛstʃən]	pregunta			
<i>quick</i>	[ˈkwɪk]	rápido, rápi- damente			
<i>quickly</i>	[ˈkwɪkli]	rápidamente			
<i>quiet</i>	[ˈkwaɪət]	callado, quieto	<i>ruler</i>	[ˈruːlə(r)]	regla
<i>quite a lot</i>	[ˈkwaɪt ə ˈlɒt]	bastante, mucho	<i>run</i>	[ˈrʌn]	v. i.
			<i>run away</i>	[ˈrʌn əˈwei]	huir, escapar
			<i>rung</i>	[ˈrʌŋ]	de <i>to ring</i>

<i>sad</i>	[sad]	triste	<i>she</i>	[ʃi:/ʃi]	ella
<i>said</i>	[sed]	de <i>to say</i>	<i>she-cat</i>	[ʃi: 'kæt]	gata
<i>sailor</i>	[ˈseilə(r)]	marinero	<i>she-bear</i>	[ʃi: 'beə(r)]	osa
<i>salesman</i>	[ˈseilzmən]	vendedor	<i>she'd</i>	[ʃi:d]	<i>she had,</i> <i>she would</i>
<i>same</i>	[seim]	mismo	<i>sheep</i>	[ʃi:p]	oveja
<i>sat</i>	[sat]	de <i>to sit</i>	<i>sheet of</i> <i>paper</i>	[ʃi:t əv 'peipə(r)]	hoja de papel
<i>sandwich</i>	[ˈsænwidʒ]	bocadillo	<i>shepherd</i>	[ʃepəd]	pastor
<i>Saturday</i>	[ˈsætədi]	sábado	<i>she's</i>	[ʃi:z]	<i>she is, she</i> <i>has</i>
<i>save</i>	[seiv]	v. r.	<i>shine</i>	[ʃain]	v. i.
<i>saw</i>	[so:]	de <i>to see</i>	<i>ship</i>	[ʃip]	barco, buque
<i>say</i>	[sei]	v. i.	<i>shirt</i>	[ʃə:t]	camisa
<i>school</i>	[sku:l]	escuela	<i>shoe</i>	[ʃu:]	zapato
<i>school-bag</i>	[ˈsku:lbag]	cartera, bulto	<i>shoot</i>	[ʃu:t]	v. i.
<i>schoolmate</i>	[ˈsku:lmeit]	condiscípulo	<i>short</i>	[ʃo:t]	corto, bajo
<i>school-yard</i>	[ˈsku:l-ja:d]	patio de la escuela	<i>shorts</i>	[ʃo:ts]	pantalones cortos
<i>sea</i>	[si:]	mar	<i>shot</i>	[ʃot]	de <i>to shoot</i>
<i>seat</i>	[si:t]	asiento	<i>shot</i>	[ʃot]	disparo, tiro
<i>see</i>	[si:]	v. i.	<i>should</i>	[ʃud]	(debería), v. auxiliar
<i>see about</i>	[ˈsi: ə'baʊt]	cuidar de, tratar de	<i>shoulder</i>	[ˈʃəʊldə(r)]	hombro
<i>see you</i> <i>later</i>	[ˈsi: ju 'leitə(r)]	te veré luego	<i>shouldn't</i>	[ˈʃudənt]	<i>should not</i>
<i>see you to-</i> <i>morrow</i>	[ˈsi: ju tu'mo- rəʊ]	te veré mañana	<i>show</i>	[ʃəʊ]	v. i.
<i>see that</i>	[ˈsi: ðæt]	procurar, ver de que	<i>shown</i>	[ʃəʊn]	de <i>to show</i>
<i>seen</i>	[si:n]	de <i>to see</i>	<i>shut</i>	[ʃʌt]	v. i.
<i>-self</i>	[self]	(sufijo)	<i>sick</i>	[sik]	enfermo, malo
<i>sell</i>	[sel]	v. i.	<i>side</i>	[said]	lado
<i>send</i>	[send]	v. i.	<i>sing</i>	[siŋ]	v. i.
<i>send for</i>	[ˈsend fə(r)]	enviar por	<i>singular</i>	[ˈsiŋɡjələ(r)]	singular
<i>sent</i>	[sent]	de <i>to send</i>	<i>sir</i>	[sə:(r)/sə(r)]	señor
<i>sentence</i>	[ˈsentəns]	oración gramatical	<i>sister</i>	[ˈsistə(r)]	hermana
<i>servant</i>	[ˈsə:vənt]	sirviente, criado	<i>sit</i>	[sit]	v. i.
<i>set out</i>	[ˈset 'aʊt]	partir, marchar	<i>sit down</i>	[ˈsit 'daʊn]	sentarse
<i>seven</i>	[ˈsevən]	siete	<i>sitting-room</i>	[ˈsitiŋ rum]	sala de estar
<i>seventeen</i>	[ˈsevən'ti:n]	diecisiete	<i>six</i>	[siks]	seis
<i>several</i>	[ˈsevrəl]	varios	<i>sixteen</i>	[ˈsiks'ti:n]	dieciséis
<i>shall</i>	[ʃəl/ʃəl/l]	(verbo auxiliar)	<i>skirt</i>	[skə:t]	falda
<i>shan't</i>	[ʃa:nt]	<i>shall not</i>	<i>sky</i>	[skai]	cielo, firmamento
			<i>sleep</i>	[sli:p]	v. i.
			<i>sleep</i>	[sli:p]	sueño, reposo
			<i>slept</i>	[slept]	de <i>to sleep</i>
			<i>slow</i>	[sləʊ]	lento
			<i>small</i>	[smo:l]	pequeño

<i>smell</i>	[smel]	v. i.	<i>stood</i>	[stud]	de <i>to stand</i>
<i>smell</i>	[smel]	olor	<i>story</i>	['sto:ri]	cuento,
<i>snow</i>	[snəu]	nieve			narración
<i>so</i>	[səu]	por lo tanto,	<i>street</i>	[stri:t]	calle
		así	<i>strong</i>	[strɒŋ]	fuerte
<i>so</i>	[səu]	tan	<i>student</i>	['stju:dənt]	estudiante
<i>soda</i>	['səudə]	soda	<i>study</i>	['stadi]	v. r.
<i>so do I</i>	['səu 'du: 'ai]	yo también	<i>substitute</i>	['sʌbstɪtju:t]	sustituto
<i>so-so</i>	['səu 'səu]	así..., así	<i>sugar</i>	['ʃugə(r)]	azúcar
<i>so long</i>	['səu 'lɒŋ]	hasta luego	<i>suit</i>	[su:t/sju:t]	traje
<i>soap</i>	[səʊp]	jabón	<i>sun</i>	[sʌn]	sol
<i>sock</i>	[sɒk]	calcetín	<i>Sunday</i>	['sʌndi]	domingo
<i>soldier</i>	['səʊldʒə(r)]	soldado	<i>supper</i>	['sʌpə(r)]	cena
<i>so much</i>	['səu 'mʌtʃ]	tanto	<i>suppose</i>	[sə'pəʊz]	v. r.
<i>so that</i>	['səu ðət]	así que	<i>sure</i>	['ʃʊə(r)]	seguro, cierto
<i>sold</i>	[səʊld]	de <i>to sell</i>	<i>swam</i>	[swʌm]	de <i>to swim</i>
<i>some</i>	[sʌm/səm/sm]	= <i>any</i> , unos,	<i>sweet</i>	[swi:t]	dulce, postre
		algo	<i>swim</i>	[swɪm]	v. i.
<i>someone</i>	['sʌmwʌn]	alguien,	<i>switch</i>	[swɪtʃ]	llave,
		alguno			conmutador
<i>sometimes</i>	['sʌmtaɪmz]	algunas veces			
<i>something</i>	['sʌmθɪŋ]	alguna cosa			
<i>son</i>	[sʌn]	hijo			
<i>song</i>	[sɒŋ]	canción			
<i>soon</i>	[su:n]	pronto			
<i>soup</i>	[su:p]	sopa	<i>table</i>	['teɪbl]	mesa
<i>south</i>	[sauθ]	(el) sur	<i>tail</i>	[teɪl]	rabo, cola
<i>Spain</i>	[speɪn]	España	<i>take</i>	[teɪk]	v. i.
<i>spare</i>	[speə(r)]	disponible,	<i>take away</i>	['teɪk ə'weɪ]	quitar, sacar
		sobrante	<i>take off</i>	['teɪk 'ɒf]	quitarse una
					prenda
<i>speak</i>	[spi:k]	v. i.	<i>talk</i>	[tɔ:k]	v. r.
<i>spell</i>	[spel]	v. i.	<i>tall</i>	[tɔ:l]	alto
<i>spend</i>	[spend]	v. i.	<i>taught</i>	[tɔ:t]	de <i>to teach</i>
<i>spoke</i>	[spəʊk]	de <i>to speak</i>	<i>tea</i>	[ti:]	té
<i>spring</i>	[sprɪŋ]	primavera	<i>teach</i>	[ti:tʃ]	v. i.
<i>square</i>	[skwɛə(r)]	plaza,	<i>teacher</i>	['ti:tʃə(r)]	profesor
		cuadrado	<i>teeth</i>	[ti:θ]	dientes
<i>stand</i>	[stand]	v. i.	<i>telephone</i>	['telɪfəʊn]	teléfono
<i>stand up</i>	['stand 'ʌp]	ponerse en	<i>telephone</i>	['telɪfəʊn]	v. r.
		pie	<i>television</i>	['telɪvɪʒən]	televisión
<i>stay</i>	[steɪ]	v. r.	<i>tell</i>	[tel]	v. i.
<i>steal</i>	[sti:l]	v. i.	<i>tell the time</i>	['tel ðə 'taɪm]	decir la hora
<i>step</i>	[step]	paso, escalón	<i>ten</i>	[ten]	diez
<i>stick</i>	[stɪk]	bastón	<i>tent</i>	[tent]	tienda de
<i>still</i>	[stɪl]	todavía, aún			campana
<i>stockings</i>	['stɒkɪŋz]	medias	<i>than</i>	[ðʌn/ðən]	que
<i>stole</i>	[stəʊl]	de <i>to steal</i>	<i>thank</i>	[θʌŋk]	v. r.
<i>stolen</i>	['stəʊlən]	de <i>to steal</i>	<i>thank you</i>	['θʌŋkju]	gracias
<i>stone</i>	[stəʊn]	piedra	<i>thank for</i>	['θʌŋk fə(r)]	gracias por

— T —

<i>that</i>	[ðat/ðet]	que	<i>thigh</i>	[ðai]	muslo
<i>that</i>	[ðat/ðət]	ese, aquel	<i>thin</i>	[θin]	delgado
<i>that's</i>	[ðats]	<i>that is</i>	<i>thing</i>	[θɪŋ]	cosa
<i>the</i>	[ði:/ði/ðə]	el, la, lo, los, las	<i>think</i>	[θɪŋk]	v. i.
<i>the answers</i>			<i>thirteen</i>	[ˈθɜːˈti:n]	trece
<i>are in</i>			<i>this</i>	[ðɪs]	este, esta, esto
<i>brackets</i>	[ði ˈa:nsəz ər in ˈbrakɪts]	las contesta- ciones están en paréntesis	<i>those</i>	[ðəʊz]	esos, as, aquellos, as
<i>theatre</i>	[ˈθiətə(r)]	teatro	<i>though</i>	[ðəʊ]	aunque
<i>the follow- ing</i>			<i>thought</i>	[θo:t]	de <i>to think</i>
<i>questions</i>	[ðə ˈfɒləʊɪŋ ˈkwɛstʃənz]	las preguntas siguientes	<i>three</i>	[θri:]	tres
<i>their</i>	[ðeə(r)]	su, sus (de ellos, as)	<i>threw</i>	[θru:]	de <i>to throw</i>
<i>theirs</i>	[ðeəz]	el de ellos, as	<i>through</i>	[θru:]	por, a través
<i>them</i>	[ðəm/ðəm]	ob. de <i>they</i>	<i>throw</i>	[θrəʊ]	v. i.
<i>the missing</i>			<i>throw away</i>	[ˈθrəʊ əˈwei]	arrojar
<i>words</i>	[ðə ˈmɪsɪŋ ˈwɜːdz]	las palabras que faltan	<i>thrown</i>	[θrəʊn]	de <i>to throw</i>
<i>themselves</i>	[ðəmˈselvz]	se (ellos mismos)	<i>Thursday</i>	[ˈθɜːzdi]	jueves
<i>then</i>	[ðen]	luego, entonces	<i>tie</i>	[taɪ]	corbata
<i>there</i>	[ðeə(r)/ ðə(r)]	allí, allá	<i>tidy</i>	[ˈtaɪdi]	v. r.
<i>there is, are</i>	[ðeəɪz/ ðəɪz/ ðeərə/ ðərə]	hay	<i>tiger</i>	[ˈtaɪgə(r)]	tigre
<i>there's</i>	[ðeəz/ðəz]	hay	<i>tigress</i>	[ˈtaɪgrɪs]	tigresa
<i>there was,</i>			<i>till</i>	[tɪl]	hasta
<i>were</i>	[ðeəwəz/ ðəwəz/ ðeəwə(r)/ ðəwə(r)]	había, hubo	<i>time</i>	[taɪm]	hora, tiempo
<i>these</i>	[ði:z]	estos, estas	<i>tin</i>	[tɪn]	lata
<i>they</i>	[ðei]	ellos, ellas	<i>tired</i>	[ˈtaɪəd]	cansado
<i>they'd</i>	[ðeid]	<i>they had,</i> <i>they would</i>	<i>to</i>	[tu/tə]	a, para, que
<i>they're</i>	[ðeɪə(r)]	<i>they are</i>	<i>toast</i>	[təʊst]	pan tostado
<i>they've</i>	[ðeɪv]	<i>they have</i>	<i>today</i>	[tuˈdeɪ]	hoy
<i>thick</i>	[θɪk]	grueso	<i>toe</i>	[təʊ]	dedo (del pie)
			<i>together</i>	[tuˈgeðə(r)]	junto
			<i>told</i>	[təʊld]	de <i>to tell</i>
			<i>tomato</i>	[təˈma:təʊ]	tomate
			<i>tom-cat</i>	[ˈtɒm ˈkæt]	gato
			<i>tomorrow</i>	[tuˈmɒrəʊ]	mañana (adverbio)
			<i>tongue</i>	[tʌŋ]	lengua
			<i>tonight</i>	[tuˈnaɪt]	esta noche
			<i>too</i>	[tu:]	demasiado
			<i>too</i>	[tu:]	también
			<i>took</i>	[tʊk]	de <i>to take</i>
			<i>top</i>	[tɒp]	la parte superior
			<i>touch</i>	[tʌtʃ]	v. r.
			<i>towards</i>	[tuˈwɔːdz]	hacia
			<i>town</i>	[taʊn]	ciudad
			<i>train</i>	[treɪn]	tren
			<i>translate</i>	[transˈleɪt]	v. r.
			<i>travel</i>	[ˈtravl]	v. r.

<i>travelled</i>	[ˈtravld]	que ha viajado mucho	<i>village</i>	[ˈvɪlɪdʒ]	pueblo, aldea
			<i>visit</i>	[ˈvɪzɪt]	visita
			<i>visit</i>	[ˈvɪzɪt]	v. r.

<i>tree</i>	[tri:]	árbol
<i>trousers</i>	[ˈtrauzəz]	pantalones
<i>trouble</i>	[ˈtrʌbl]	molestia, inquietud

— W —

<i>trouble</i>	[ˈtrʌbl]	v. r.	<i>waist</i>	[ˈweɪst]	cintura
<i>Tuesday</i>	[ˈtju:zdi]	martes	<i>wait</i>	[weɪt]	v. r.
<i>tunnel</i>	[ˈtʌnəl]	túnel	<i>waiter</i>	[ˈweɪtə(r)]	camarero, mesonero
<i>twelve</i>	[twelv]	doce			camarera, mesonera
<i>twice</i>	[twais]	dos veces	<i>waitress</i>	[ˈweɪtrɪs]	despertar
<i>two</i>	[tu:]	dos			v. r.
<i>typewriter</i>	[ˈtaɪpˈraɪtə(r)]	máquina de escribir	<i>wake up</i>	[ˈweɪk ˈʌp]	paseo

— U —

<i>ugly</i>	[ˈʌgli]	feo	<i>walk</i>	[wɔ:k]	deambular
<i>umbrella</i>	[ʌmˈbrelə]	paraguas	<i>walk</i>	[wɔ:k]	pared, muro
<i>un-</i>	[ʌn]	(prefijo)	<i>walk about</i>	[ˈwɔ:k əˈbaʊt]	v. r.
<i>uncle</i>	[ˈʌŋkl]	tío	<i>wall</i>	[wɔ:l]	cálido,
<i>under</i>	[ˈʌndə(r)]	debajo de	<i>want</i>	[wɒnt]	caliente
<i>understand</i>	[ʌndəˈstand]	v. i.	<i>warm</i>	[wɔ:m]	de <i>to be</i>
<i>understood</i>	[ʌndəˈstud]	de <i>to under-</i> <i>stand</i>	<i>was</i>	[wɒz/wəz]	v. r.
<i>underwear</i>	[ˈʌndəweə(r)]	ropa interior	<i>wash</i>	[wɒʃ]	<i>was not</i>
<i>unhappy</i>	[ʌnˈhapi]	infeliz	<i>wasn't</i>	[ˈwɒzənt]	
<i>uniform</i>	[ˈju:nifo:m]	uniforme	<i>waste-paper</i>		
<i>University</i>	[ˌju:nɪˈvɜ:sɪti]	universidad	<i>basket</i>	[ˈweɪstˈpeɪpə ˈbɑ:skɪt]	papelera
<i>unpack</i>	[ˈʌnˈpæk]	v. r.	<i>watch</i>	[wɒtʃ]	v. r.
<i>until</i>	[ʌnˈtɪl]	hasta	<i>watch</i>	[wɒtʃ]	reloj de bolsillo
<i>up</i>	[ʌp]	arriba	<i>water</i>	[ˈwɔ:tə(r)]	agua
<i>upon</i>	[əˈpɒn]	= <i>on</i> , sobre.	<i>water</i>	[ˈwɔ:tə(r)]	v. r.
		en	<i>way</i>	[wei]	camino, forma
<i>upstairs</i>	[ˈʌpˈsteɪz]	arriba	<i>we</i>	[wi:/wi]	nosotros, as
<i>us</i>	[ʌs/əs/s]	ob. de <i>we</i>	<i>wear</i>	[weə(r)]	v. i.
<i>use</i>	[ju:z]	v. r.	<i>weather</i>	[ˈweðə(r)]	tiempo
<i>use</i>	[ju:s]	uso, empleo			atmosférico
<i>useful</i>	[ˈju:sfʊl]	útil	<i>we'd</i>	[wi:d]	= <i>we had</i> , <i>we would</i>
<i>usually</i>	[ˈju:ʒuəli]	generalmente	<i>Wednesday</i>	[ˈwenzdi]	miércoles

— V —

<i>vegetables</i>	[ˈvedʒɪtəblz]	verduras	<i>week</i>	[wi:k]	semana
<i>verb</i>	[və:b]	verbo	<i>well</i>	[wel]	bien
<i>very</i>	[ˈveri]	muy	<i>went</i>	[went]	de <i>to go</i>
			<i>went by</i>	[ˈwent ˈbaɪ]	de <i>to go by</i>
			<i>were</i>	[wə:(r)/wə(r)]	de <i>to be</i>
			<i>we're</i>	[wiə(r)]	<i>we are</i>
			<i>weren't</i>	[wə:nt]	<i>we were not</i>
			<i>we've</i>	[wi:v]	<i>we have</i>

<i>west</i>	[west]	(el) Oeste	<i>wooden</i>	['wudən]	de madera
<i>what?</i>	[wot?]	¿qué?	<i>wool</i>	[wul]	lana
<i>what</i>	[wot]	lo que	<i>word</i>	[wə:d]	palabra
<i>what a...</i>	['wot ə...]	que..., tan	<i>work</i>	[wə:k]	v. r.
<i>what is...</i>			<i>work</i>	[wə:k]	trabajo
<i>like?</i>	['wot iz ... 'laik?]	¿cómo es?	<i>work at</i>	['wə:k ət]	trabajar en
<i>whatever</i>	[wot'evə(r)]	lo que quiera que	<i>world</i>	[wə:ld]	mundo
<i>what's</i>	[wots]	= <i>what is</i>	<i>work to do</i>	['wə:k tu 'du:]	trabajo que hacer
<i>when</i>	[wen]	cuando	<i>workman</i>	['wə:kmən]	trabajador, obrero
<i>where</i>	[wɛə(r)]	donde	<i>worry</i>	['wəri]	v. r.
<i>where...</i>			<i>worse</i>	[wə:s]	peor
<i>from</i>	['wɛə(r) ... from]	de donde	<i>would</i>	[wud]	de <i>will</i>
<i>which?</i>	[witf?]	¿cuál?	<i>wouldn't</i>	['wudənt]	= <i>would not</i>
<i>which</i>	[witf]	el cual	<i>wrist</i>	[rist]	muñeca (mano)
<i>while</i>	[wail]	mientras	<i>write</i>	[rait]	v. i.
<i>whisky</i>	['wiski]	whisky	<i>wrong</i>	[ron]	mal, equivocado
<i>white</i>	[wait]	blanco	<i>wrote</i>	[rəut]	de <i>to write</i>
<i>who?</i>	[hu:ʔ]	¿quién?			
<i>who is he</i>					
<i>like?</i>	['hu: iz hi 'laik?]	¿cómo es él?			
<i>whom?</i>	[hu:mʔ]	¿a quién?	-y	[i]	(sufijo)
<i>whose?</i>	[hu:zʔ]	¿de quién?	<i>yard</i>	[ja:d]	patio
<i>whose</i>	[hu:z]	cuyo, a, cuyos, as	<i>year</i>	[jiə(r)]	año
<i>why?</i>	[waiʔ]	¿por qué?	<i>yellow</i>	['jeləu]	amarillo
<i>wide</i>	[waid]	ancho	<i>yes</i>	[jes]	sí
<i>widower</i>	['widəuə(r)]	viudo	<i>yesterday</i>	['jestədi]	ayer
<i>wife</i>	[waif]	esposa	<i>yet</i>	[jet]	no obstante
<i>will</i>	[wil]	(v. auxiliar)	<i>you</i>	[ju:/ju]	p. per. sujeto y objeto
<i>will you?</i>	['wil ju:ʔ]	¿quieres?	<i>you'd</i>	[ju:d]	= <i>you had</i> , <i>you would</i>
<i>window</i>	['windəu]	ventana	<i>young</i>	[jʌŋ]	joven
<i>wine</i>	[wain]	vino	<i>young lady</i>	['jʌŋ 'leidi]	señorita (n.)
<i>wish</i>	[wiʃ]	v. r.	<i>young man</i>	['jʌŋmən]	un joven
<i>with</i>	[wið]	con	<i>your</i>	[jo:(r)/juə(r)]	a. pos.
<i>without</i>	[wið'au]	sin	<i>you're</i>	[juə(r)]	= <i>you are</i>
<i>wizard</i>	['wizəd]	hechicero, brujo	<i>yours</i>	[jo:z/juəz]	p. pos.
<i>wolf</i>	[wulf]	lobo	<i>yourself</i>	[jo:'self]	se (Vd. mismo)
<i>woman</i>	['wumən]	mujer	<i>yourselves</i>	[jo:'selvz]	se (Vds. mismos)
<i>women</i>	['wimin]	mujeres	<i>youth</i>	[ju:θ]	juventud
<i>won't</i>	[wəunt]	= <i>will not</i>	<i>you've</i>	[ju:v]	= <i>you have</i>
<i>wood</i>	[wud]	madera, leña			

— Y —

ENGLISH CHRISTIAN NAMES (*Nombres de pila ingleses*)

MASCULINE

<i>Adolphus</i>	[ə'dɒlfəs]	= Adolfo
<i>Adrian</i>	['eidriən]	= Adrián
<i>Alan</i>	['alən]	—
<i>Albert</i>	['albət]	= Alberto
<i>Alexander, Alec</i>	[ə'lig'zɑ:ndə(r), 'alik]	= Alejandro
<i>Alfred</i>	['alfɹid]	= Alfredo
<i>Ambrose</i>	['ambɹəʊz]	= Ambrosio
<i>Andrew</i>	['andrɹ:]	= Andrés
<i>Anthony</i>	['antəni]	= Antonio
<i>Archibald</i>	['ɑ:tʃibɔ:ld]	= Archibaldo
<i>Arthur</i>	['ɑ:θə(r)]	= Arturo
<i>Augustus</i>	[o:'gʌstəs]	= Augusto
<i>Bartholomew</i>	[bɑ:'θɒləmjɹ:]	= Bartolomé
<i>Basil</i>	['bæzl]	= Basilio
<i>Benjamin</i>	['bendʒəmin]	= Benjamín
<i>Bernard</i>	['bɛ:nəd]	= Bernardo
<i>Brian, Bryan</i>	['bræiən]	—
<i>Cecil</i>	['sesl/'sisl]	= Cecilio
<i>Charles</i>	[tʃɑ:lz]	= Carlos
<i>Christopher</i>	['kristəfə(r)]	= Cristóbal
<i>Clarence</i>	['klarəns]	= Clarencio
<i>Claude</i>	[klo:d]	= Claudio
<i>Conrad</i>	['konrad]	= Conrado
<i>Cyril</i>	['siril]	= Cirilo
<i>Daniel</i>	['dænjəl]	= Daniel
<i>David</i>	['deivid]	= David
<i>Denis</i>	['denis]	= Dionisio
<i>Donald</i>	['dɒnld]	—
<i>Douglas</i>	['dʌgləs]	—
<i>Duncan</i>	['dʌŋkən]	—
<i>Edgar</i>	['edgə(r)]	= (Edgar)
<i>Edward</i>	['edwəd]	= Eduardo
<i>Eric</i>	['erik]	= Erico
<i>Ernest</i>	['ə:nist]	= Ernesto

<i>Ethelbert</i>	[ˈeθəlbə:t]	= Edilberto, Adalberto
<i>Francis, Frank</i>	[ˈfra:nsis, frɑŋk]	= Francisco
<i>Frederic(k)</i>	[ˈfredrik]	= Federico
<i>Gabriel</i>	[ˈgeibriəl]	= Gabriel
<i>Geoffrey</i>	[ˈdʒefri]	= Godofredo
<i>George</i>	[dʒo:dʒ]	= Jorge
<i>Gerald</i>	[ˈdʒerəld]	= Gerardo
<i>Gilbert</i>	[ˈgilbət]	= Gilberto
<i>Gregory</i>	[ˈgregəri]	= Gregorio
<i>Harold</i>	[ˈharəld]	—
<i>Henry</i>	[ˈhenri]	= Enrique
<i>Herbert</i>	[ˈhə:bət]	= Heriberto
<i>Horace</i>	[ˈhoris]	= Horacio
<i>Hubert</i>	[ˈhju:bət]	= Huberto
<i>Hugh</i>	[hju:]	= Hugo
<i>Isaac</i>	[ˈaizək]	= Isaac
<i>James</i>	[dʒeɪmz]	= Jaime
<i>John, Jack</i>	[dʒɒn, dʒæk]	= Juan
<i>Joseph</i>	[ˈdʒəuzɪf]	= José
<i>Julius</i>	[ˈdʒu:ljəs]	= Julio
<i>Kenneth</i>	[ˈkeniθ]	—
<i>Laurence, Lawrence</i>	[ˈlɒrəns]	= Lorenzo
<i>Leonard</i>	[ˈlenəd]	= Leonardo
<i>Leslie</i>	[ˈlezli]	—
<i>Lewis</i>	[ˈlu:is]	= Luis
<i>Martin</i>	[ˈma:tin]	= Martín
<i>Matthew, Mathias</i>	[ˈmæθju:, məˈθaiəs]	= Mateo
<i>Maurice</i>	[ˈmɔris]	= Mauricio
<i>Micah, Michael</i>	[ˈmaɪkə, ˈmaɪkl]	= Miguel
<i>Moses</i>	[ˈməuzɪz]	= Moisés
<i>Nicholas</i>	[ˈnikələs]	= Nicolás
<i>Norman</i>	[ˈno:mən]	= Normando
<i>Oliver</i>	[ˈolɪvə(r)]	= Oliverio
<i>Oswald</i>	[ˈɒzwəld]	= Osvaldo
<i>Patrick</i>	[ˈpatrik]	= Patricio
<i>Paul</i>	[po:l]	= Pablo
<i>Peter</i>	[ˈpi:tə(r)]	= Pedro
<i>Philip</i>	[ˈfɪlɪp]	= Felipe
<i>Ralph</i>	[reɪlf/ralf]	= Rodolfo, Radulfo
<i>Raphael</i>	[ˈrafeɪl]	= Rafael
<i>Raymond</i>	[ˈreɪmənd]	= Raimundo
<i>Reginald, Ronald</i>	[ˈredʒɪnəld ˈronəld]	= Reinaldo
<i>Richard, Dick</i>	[ˈrɪtʃəd, dɪk]	= Ricardo
<i>Robert, Bob</i>	[ˈrɒbət, bɒb]	= Roberto
<i>Roger</i>	[ˈrɒdʒə(r)]	= Rogelio
<i>Roland, Rowland</i>	[ˈrəʊlənd]	= Rolando
<i>Samuel</i>	[ˈsæmjʊəl]	= Samuel
<i>Simeon, Simon</i>	[ˈsɪmjən, ˈsaɪmən]	= Simeón, Simón
<i>Solomon</i>	[ˈsɒləmən]	= Salomón

<i>Stephen</i>	[ˈsti:vɪn]	= Esteban
<i>Theodore</i>	[ˈθiədɔ:(r)]	= Teodoro
<i>Thomas, Tom</i>	[ˈtoməs, tom]	= Tomás
<i>Timothy</i>	[ˈtiməθi]	= Timoteo
<i>Valentine</i>	[ˈvələntain]	= Valentín
<i>Victor</i>	[ˈviktə(r)]	= Víctor
<i>Vincent</i>	[ˈvinsənt]	= Vicente
<i>Walter</i>	[ˈwo:ltə(r)]	—
<i>Wilfred</i>	[ˈwɪlfrɪd]	= Wifredo
<i>William</i>	[ˈwɪljəm]	= Guillermo
<i>Zachary</i>	[ˈzakəri]	= Zacarías

FEMININE

<i>Ada</i>	[ˈeɪdə]	= Ada, Adalsina
<i>Adelaide, Adeline</i>	[ˈadɪleɪd, ˈadili:n]	= Adelaida
<i>Agatha</i>	[ˈagəθə]	= Agata
<i>Agnes</i>	[ˈagnɪs]	= Inés
<i>Alice</i>	[ˈalɪs]	= Alicia
<i>Amelia</i>	[əˈmi:ljə]	= Amelia
<i>Angela</i>	[ˈændʒələ]	= Angela
<i>Ann, Anna, Anne</i>	[an/ˈanə]	= Ana
<i>Antoinette</i>	[antwa:ˈnet]	= Antonieta
<i>Barbara</i>	[ˈbɑ:brə]	= Bárbara
<i>Beatrice</i>	[ˈbiətrɪs]	= Beatriz
<i>Belinda</i>	[bəˈlɪndə]	= Belinda
<i>Blanche</i>	[ˈblɑ:ntʃ]	= Blanca
<i>Caroline</i>	[ˈkɑrəlɪn]	= Carolina
<i>Cecilia, Cicely, Cecely</i> .	[siˈsɪljə, ˈsɪsɪli, ˈsɪsili]	= Cecilia
<i>Charlotte</i>	[ˈʃɑ:lət]	= Carlota
<i>Christine</i>	[ˈkrɪsti:n, krisˈti:n]	= Cristina
<i>Clara, Clare</i>	[ˈkleərə/kleə(r)]	= Clara
<i>Constance</i>	[ˈkɒnstəns]	= Constanza
<i>Cynthia</i>	[ˈsɪnθjə]	—
<i>Daisy</i>	[ˈdeɪzi]	= Margaret
<i>Daphne</i>	[ˈdɑfni]	—
<i>Deborah</i>	[ˈdebrə]	= Débora
<i>Denise</i>	[dəˈni:z]	= Dionisia
<i>Diana</i>	[daɪˈanə]	= Diana
<i>Doreen</i>	[doˈri:n]	= Dora
<i>Doris</i>	[ˈdɒrɪs]	—

<i>Dorothea, Dorothy,</i> <i>Dora, Dolly</i>	[dɒrə'θiə, 'dɒrəθi, 'dɔ:rə, 'dɒli]	= Dorotea
<i>Edith</i>	['i:diθ]	= Edita
<i>Edna</i>	['ednə]	—
<i>Eileen</i>	['aili:n]	= Helen
<i>Eleanor, Elinor</i>	['elinə(r)]	= Leonor
<i>Elizabeth, Bess, Betty,</i> <i>Lizzy, Eliza</i>	[i'lizəbəθ, bes, 'beti, 'lizi, 'ilizə]	= Isabel
<i>Emily</i>	['emili]	= Emilia
<i>Estelle</i>	[əs'tel]	= Estrella
<i>Esther</i>	['estə(r)/'esθə(r)]	= Ester
<i>Ethel</i>	['eθəl]	= Edelmira
<i>Eunice</i>	['ju:nis]	—
<i>Eva, Eve</i>	['i:və/i:v]	= Eva
<i>Faith</i>	[feiθ]	= Fe
<i>Flora, Flo, Flossie</i>	['flo:rə, fləu, 'flosi]	= Flora
<i>Florence</i>	['flɒrəns]	= Florencia
<i>Frances</i>	['fra:nsis]	= Francisca
<i>Gabrielle</i>	['geibriəl]	= Gabriela
<i>Geraldine</i>	['dʒerəldi:n]	= Geraldina
<i>Gertrude</i>	['gə:tru:d]	= Getrudis
<i>Gladys</i>	['gladis]	= Claudia
<i>Grace</i>	[greis]	= Gracia
<i>Hazel</i>	['heizl]	—
<i>Helen</i>	['helin]	= Elena
<i>Henrietta</i>	[henri'etə]	= Enriqueta
<i>Hilda</i>	['hildə]	= Hilda
<i>Ida</i>	['aidə]	= Aida
<i>Irene</i>	[ai'ri:ni/'airi:n]	= Irene
<i>Jacqueline</i>	['dʒakli:n]	= Jacoba
<i>Jane, Janet, Jenny</i>	[dʒein 'dʒanit, 'dʒeni]	= Juana
<i>Jean, Joan</i>	[dʒi:n/dʒəun]	= Juana
<i>Jennifer, Jenny</i>	['dʒenifə(r)]	= Genoveva
<i>Josephine</i>	['dʒəʊsəfi:n]	= Josefina
<i>Judith</i>	['dʒu:diθ]	= Judith
<i>Julia, Julie, Juliet</i>	['dʒu:ljə, 'dʒu:li, 'dʒu:ljət]	= Julia
<i>Katharine, Catherine,</i> <i>Kate, Kitty, Kathleen.</i>	['kəθrin. 'kəθrin, keit, 'kiti, 'kəθli:n]	= Catalina
<i>Laura</i>	['lo:rə]	= Laura
<i>Lesley</i>	['lezli]	—
<i>Lucy</i>	['lu:si]	= Lucía
<i>Lydia</i>	['lidjə]	= Lydia
<i>Mabel</i>	['meibl]	= Amabel
<i>Madeline</i>	['madlin]	= Madelaida

<i>Maisie</i>	['meizi]	—
<i>Margaret, Greta, Mad- ge, Maggie, Margie, Peggy</i>	['ma:grit, 'gri:tə, madʒ, 'magi, 'ma:dʒi, 'pegi]	= Margarita
<i>Martha</i>	['ma:θə]	= Marta
<i>Mary, Mollie, May, Polly</i>	['mæəri 'moli, mei, 'poli]	= María
<i>Matilda, Maud</i>	[mæ'tildə, mo:d]	= Matilde
<i>Maureen</i>	['mo:ri:n]	= Maura
<i>Miranda</i>	[mi'rændə]	—
<i>Miriam</i>	['miriəm]	= Mariana
<i>Monica</i>	['monikə]	= Mónica
<i>Nancy</i>	['nansi]	—
<i>Norah</i>	['no:rə]	—
<i>Olive, Olivia</i>	['oliv/ə'livjə]	= Oliva
<i>Pamela</i>	['pamələ]	—
<i>Patricia, Pat</i>	[pə'triʃə, pat]	= Patricia
<i>Priscilla</i>	[pri'silə]	= Priscila
<i>Prudence</i>	['pru:dəns]	= Prudencia
<i>Rachel</i>	['reitʃl]	= Raquel
<i>Rosalind</i>	['rozəli:nd]	= Rosalinda
<i>Rose</i>	[rəuz]	= Rosa
<i>Rosemary</i>	['rəuzməri]	= Rosa María
<i>Ruth</i>	[ru:θ]	= Ruth
<i>Sarah, Sadie, Sally</i>	['sæərə, 'seidi, 'sali]	= Sara
<i>Sheila</i>	['ʃi:lə]	= Celia
<i>Shirley</i>	['ʃə:li]	—
<i>Sophia, Sophie</i>	[sə'faɪə, 'səufi]	= Sofía
<i>Stella</i>	['stelə]	= Stela, Estrella
<i>Stephnie</i>	['stefəni]	= Estefanía
<i>Susan, Susannah</i>	['su:zn, su:'zanə]	= Susana
<i>Sylvia</i>	['silvjə]	= Silvia
<i>Teresa, Theresa</i>	[tə'ri:zə]	= Teresa
<i>Ursula</i>	['ə:sjulə]	= Ursula
<i>Vera, Veronica</i>	['viərə, və'ronikə]	= Verónica
<i>Victoria</i>	[vik'to:riə]	= Victoria
<i>Violet</i>	['vaiəlit]	= Violeta
<i>Virginia</i>	[və'dʒinjə]	= Virginia
<i>Vivian</i>	['vivjən]	= Viviana
<i>Yolande</i>	[jə'landi]	= Yolanda
<i>Yvonne</i>	['i:vɒn]	—

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(11.^a edición)

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